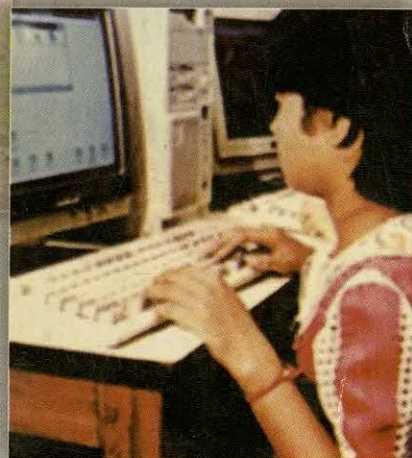




LEARNING ACHIEVEMENT OF CLASS V CHILDREN

MID TERM ACHIEVEMENT SURVEY UNDER SSA

2008



The enclosed CD
provides additional
detail of the study
and a digital
version of this
Report.



1 Gift

337



A Mid Term Study Under SSA

Learning Achievement of Class V Children

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P

reface

There is enhanced focus on elementary education to ensure access, equity and quality. This is achieved through flagship programme, Sarva Shiksha Abhiyan (SSA). Under this programme a variety of inputs are provided in the elementary sector by the Government of India.

NCERT, an apex body for school education, is actively engaged in carrying out research studies in different areas. One of the key areas is the National Assessment of Student's Learning. It is important to gauge the learning graph of children across the country. For this a multipronged strategy is being adopted. While curriculum and textbooks have been renewed, capacity building of teachers and teacher educators across states is pursued vigorously. The progress made by the learners is captured through periodic national achievement surveys.

In the present mid term study of class V children, the learning achievement in EVS, Mathematics and Language has been measured. This report is based on the data collected through achievement tests administered to 84322 students and through questionnaires from 6828 school, 14810 teachers and 84322 students from 244 districts of 33 states/UTs of the country. The results show an incremental increase in achievement in most of the states as compared to baseline study conducted in 2002. The positive trend is important to provide further impetus to the school system. The results presented in this report comprise of two parts. The first part displays a national picture and the second part describes the situation in states. Some additional data useful for researchers is also available on the CD provided along with the report.

The quality of data and the achievement results made available to the nation has always remained the prime concern of Prof. Krishna Kumar, Director, NCERT. His continuous encouragement and support has helped us to improve the quality of data and bring out this report in time. I am grateful for his valuable inputs at different points of time. My thanks are also due to officials of MHRD particularly Ms. Vrinda Sarup, Joint Secretary for providing support both financial and administrative.

The present study has been completed with the active participation of State Councils of Educational Research and Training (SCERTs) and other state agencies like DTERTs, SIEs, Directorates of Education, etc. The Directors and nominated State Coordinators and staff from these organizations deserve to be complimented for completing the arduous task in time.

National Expert Group on Assessment in Elementary Education (NEGAE) had made a significant contribution in refining the tools and monitoring field activities.

I extend my sincere thanks to the members of the group. Prof. A.B.L. Srivastava and Prof. R.R. Saxena, Consultants from Ed.CIL and Prof. Sridhar Srivastava and Dr. B.M.K. Raju from Survey and Data Processing Department, NCERT deserve appreciation for improving the sampling procedure for this study.

My thanks are due to members of the project team who have put in hard work in analyzing and interpreting the data. I also thank all faculty members and other office staff for their support. Finally I thank one and all who have contributed in this study.

I earnestly hope that the study will be useful to policy makers, planners and researchers.

Avtar Singh

Professor & Head

Department of Educational
Measurement and Evaluation
National Council of Educational
Research and Training

New Delhi

December, 2008

A cronyms

AEC	Area Education Committee	NAS	National Achievement Survey
BAS	Baseline Achievement Survey	OECD	Organisation for Economic Cooperation and Development
BLC	Basic Learning Competency	PCA	Principal Component Analysis
BPL	Below Poverty Line	PISA	Programme for International Student Assessment
CRC	Cluster Resource Centre	POA	Programme of Action
DIET	District Institute of Education and Training	PTA	Parent Teacher Association
DPEP	District Primary Education Programme	PTR	Pupil Teacher Ratio
DTERT	Directorate of Teacher Education, Research and Training	SCERT	State Council of Educational Research and Training
EFA	Education For All	SBSE	State Board of School Education
EVS	Environmental Studies	SIE	State Institute of Education
FPC	Finite Population Correction	SIEMAT	State Institute of Educational Management and Training
IAEEA	International Association for Evaluation of Educational Achievement	SCR	Socio Cultural Region
MAS	Mid-term Achievement Survey	SMC	School Management Committee
MLA	Monitoring Learning Achievement	SRSWOR	Simple Random Sampling Without Replacement
MHRD	Ministry of Human Resource Development	SSA	Sarva Shiksha Abhiyan
MCD	Municipal Corporation of Delhi	TAS	Terminal Achievement Survey
MCQ	Multiple Choice Questions	TLM	Teaching Learning Material
MRA	Multiple Regression Analysis	UEE	Universalisation of Elementary Education
MTA	Mother Teacher Association	UNESCO	United Nations Educational Scientific and Cultural Organisation
NCERT	National Council of Educational Research and Training	UNICEF	United Nations Children's Emergency Fund
NDMC	New Delhi Municipal Council	VEC	Village Education Committee
NUEPA	National University of Educational Planning and Administration	WCEFA	World Conference on Education for All
NPE	National Policy on Education		

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Key Findings

- ❑ **Average national achievement increased in all subjects:** During Mid Term Achievement Survey (MAS) the average national achievement was found to be 52.19% in EVS, 48.46% in Mathematics and 60.31% in Language. The figures revealed that as compared to Baseline Achievement Survey (BAS, 2002) there was an increase of nearly 2% each in EVS, Mathematics and Languages. Further down the stream, 19 states had shown a positive trend and 10 states had shown a negative trend during MAS as compared to BAS. Maximum improvement was reported in Himachal Pradesh and Uttar Pradesh and maximum decline was observed in Manipur and Tamilnadu.
- ❑ **Gap in achievement within gender, area and social groups was narrowed down:** During MAS, boys and girls showed no difference in average achievement in EVS, Mathematics and Language. However, in 9 states girls outperformed boys and in 6 States boys outperformed girls in EVS. In Mathematics, girls scored better in 4 states and boys in 2 states and in remaining states difference was not significant. In Language, girls achieved better in 17 states and boys in 11 states. Further, BAS revealed significant difference in average achievement between boys and girls and the result favoured boys in EVS, Mathematics and Language. Area wise there was also no significant difference in achievement of rural and urban children at national level. It was seen that rural children scored better in EVS in 9 states and urban children in 8 states. In Mathematics no difference in achievement between rural and urban children was observed in 30 states out of 33 states. Social group wise, considerable improvement was found in achievement of SC and ST children in all three subjects during MAS as compared to BAS.
- ❑ **Dispersion in children's achievement was reduced:** The standard deviation during MAS was reduced by 2% as compared to baseline survey. Though the dispersion was not appreciable but the universal trend indicated a shift towards homogenous performance in learning achievement.
- ❑ **More children were shifted from low achievement range to average achievement range:** Considering BAS as the measurement benchmark, it was observed that more children scored between 40% and 80% during MAS in all three subjects. However, it was also observed that proportion of children scoring more than 80% marks also decreased considerably in all three subjects. In West Bengal, Tripura, Tamilnadu, Gujarat, Jharkhand, Karnataka and Madhya Pradesh more than 15% children scored more than 80% marks. But in Kerala, Assam, Goa, J & K, Meghalaya, Sikkim, Uttarakhand, Andaman & Nicobar and Dadra & Nagar Haveli less than 5% children scored more than 80% marks.

- ❑ **Inter state and inter districts variations in average achievement was minimized:** During mid term cycle, states' average achievement ranges from -12% (Chhattisgarh) from national average to +11% (West Bengal). However, during base line study, average achievement varied from -15% (Himachal Pradesh & Goa) from national average to +22% (Manipur). Further, only in 9 (4%) districts, average achievement was less than 40% and in 47 (19%) districts the achievement was more than 60%. Majority of districts 188 (77%) average achievement was between 40% and 60%.
- ❑ **Enhancement of school facilities:** The availability of basic facilities required for quality education within schools, improved considerably between BAS and MAS cycle. The essential items like blackboard, chalk & duster, maps, charts and globes were now close to universal availability. A very appreciable improvement was observed in computers, children books, separate toilet facilities for girls and mats & furniture for children.
- ❑ **Teacher quality improved over the years:** Mid term survey indicated very healthy trends towards human resources in the school system. Nearly 57% teachers at primary level were either graduate or postgraduate. And 82% teachers were professionally qualified, out of them 30% had graduate level professional qualification. Average teaching experience was of 12 years. And 83% teachers were in regular position and all of them had attended in service training programme during last three years. They also received academic support at regular intervals from the resource persons.
- ❑ **Community participation facilitated better functioning of schools:** The presence of community participation in the form of Village education committee, MTA/PTA, School management committee significantly felt in learning achievement of children. It is evident from the analysis that achievement of schools increased by 4% to 6% where community participated in school activities over the schools where community did not participate in school activities.
- ❑ **Systemic factors contributed significantly:** The contribution of different school and teacher related factors towards achievement varied from 1% to 5% independently. However, it was observed that the school average achievement increased by 19% when it was facilitated with a satisfactory pupil teacher ratio, independent teacher per class, adequate physical and instructional facilities, community participation, regular inspection and availability of professionally qualified teachers. Thus it can be summarized from the above results that piecemeal solutions do not help to achieve quality-learning achievement whereas comprehensive improvement strategies do help.

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India





Chapter

Introduction

BACKGROUND

The National Achievement Surveys at different stages of school education were conceived as an independent project of the NCERT and later merged with the Sarva Shiksha Abhiyan (SSA) project of Government of India. The NCERT has ascertained that national assessments must take a continuous view rather than a one time assessment of achievement. Therefore, National Achievement Surveys (NAS) are the stringiest surveys of the country, based on learning achievement of children at different stages of elementary education i.e., classes III, V & VII/VIII. The impact of intervening variables on learning has also been an important part of the study.

Baseline study for Class V was conducted in the year 2002, for Class VII/VIII in 2003 and for Class III in 2003. The present Mid term Achievement Survey (MAS) for Class V was initiated in 2005 and tools were administered in the year 2006-07. This survey provides the status of health of primary education in the country and at the same time it impounds to explain the learning differences among area, gender and social groups based on family and institutional factors. It also reveals the progress made over baseline. This report on learning achievement of Class V children is based on the data of 84322 students, 14810 teachers and 6828 schools collected across 266 districts of 33 states/UTs. The learning outcome focuses on the essential competencies/concepts learned in three main curricular areas of Class V i.e., Environmental Studies (EVS), Mathematics and Languages.

Achievement Survey Cycle

Assessment year	2001-02	2002-03	2003-04	2005-06	2007-08	2009-10
Survey cycle	BAS V	BAS VII/VIII	BAS III	MAS V	MAS III, VII/VIII	TAS III, V, VII/VIII

OBJECTIVES OF THE STUDY

- To study the achievement level of Class V children in Environmental Studies, Mathematics and Languages and to make comparison with BAS
- To study the difference in achievement with regard to social groups, gender and area
- To study the effect of intervening variables like home, school and teacher on students achievement

SAMPLING FRAMEWORK

The survey was intended to cover all 35 states and UTs, but Bihar and Lakshadweep could not participate in this endeavor. The sampling procedure for the achievement survey was planned with an objective to provide estimates of learning achievement of Class V children at state/UT level. Thus, all the Class V children studying in Government schools, Local Body

schools, Government Aided schools were the target population for the survey. The sampling procedure adopted is presented below:

SAMPLING PROCEDURE

Step 1

- Districts in states/UTs were considered as first stage sampling unit
- The number of districts from a state were selected on the basis of finite population correction (fpc) criteria.

Step 2

- Within the state, districts were stratified according to socio-cultural regions (SCR).
- Districts from each SCR were selected in proportion to the number of districts in the strata through Simple Random Sampling without Replacement (SRSWOR) method.
- Each Union Territory was considered as one district.

Step 3

- From each district, 30 schools were selected in proportion to the enrolment in Class V from four strata i.e., rural primary, rural other than primary, urban primary and urban other than primary, through SRSWOR method.
- From each selected school, one section was selected randomly if more than one section was there. Further a sample of 15 students was drawn through Simple Random Sampling Technique for administering the test.
- A maximum of three teachers from each school teaching main subjects to sampled students were selected for filling teacher questionnaire.

ACTUAL SAMPLE

244 (41%) districts were selected out of total 600 districts.

Table 1.1 : Area wise and Gender wise Distribution of Sample

Area wise →	Rural	Urban	Total
School	5392 (79%)	1436 (21%)	6828
Teacher	11592 (78%)	3218 (22%)	14810
Student	65269 (77%)	19053 (23%)	84322
Gender wise →	Male/boys	Female/girls	Total
Teacher	8701 (59%)	6109 (41%)	14810
Student	42419 (50.3%)	41903 (49.7%)	84322

TOOLS

The tests developed and standardized for baseline study in EVS, Language and Mathematics were refined without changing the content and competency by the National Expert Group for Assessment in Elementary Education (NEGAEE) set up by NCERT to assist in conducting survey efficiently. Test items were of multiple choice question (MCQ) type. In addition to this, two descriptive questions for testing expression and writing skills were added in the Language Test. Likewise, three questionnaires for school, teacher and pupil were also improved.

Table 1.2 : Nature of Tools

Achievement Tests			
Subjects	MCQ	Descriptive Question	Total Marks
EVS	40 (one mark each)	-	40
Mathematics	40 (one mark each)	-	40
Language	40 (one mark each)	2 (5 marks each)	40+10 = 50
Questionnaires			
School	- School profile		
Teacher	- Teachers profile		
Students	- Students home background		

METHODOLOGY

The survey was conducted in collaboration with states/UTs. In each state/UT, a state coordinator was nominated for training and coordinating various field activities for data collection. Mostly State Councils for Educational Research and Training (SCERTs) shouldered this responsibility. In few states/UTs, survey was carried out by SIEs/SSA unit or Directorate of Education.

TRAINING

A three-day orientation programme for the conduct of achievement survey was organized for state coordinators at NCERT, New Delhi. Subsequently, state coordinators identified district coordinators for each district and also organized a 2 days orientation programme for the district coordinators in their respective states to explain the importance of study, the procedure of the administration of tools and collection of data. Further, each district coordinator identified 20 field investigators for administration of tests and questionnaires in the schools. The role of field investigators was considered the most crucial as they were to collect correct data from schools. Therefore, it was preferred to appoint unemployed trained/untrained graduates capable of carrying out this task sincerely and efficiently. Rarely, teachers from neighbouring schools were engaged in data collection.

In some districts, students of District Institute of Education and Training (DIET) were engaged in the field activity. One week prior to the actual fieldwork, district coordinators organized a training programme for the field investigators and worked out details regarding actual schedule of visits to schools. The tentative schedule for the conduct of survey in different states/UTs was planned centrally.

DATA COLLECTION

A team of two field investigators visited schools under the supervision of district coordinator and completed the task within two days in one school. Each of the 10 teams so constituted were assigned three schools. Thus in each district of a state, the data was collected simultaneously within a week. Two descriptive questions were evaluated by a language teacher.

The responses given by children on question cum answer booklets were transferred on the response sheets by the field investigators and were scrutinized by the district coordinator.

The filled in material of response sheets of tests, three questionnaires, field notes and marks of descriptive questions of Language test were scrutinised by the district coordinator and state coordinator was sent to NCERT for analysis and reporting.

BATCHING

Cleaned data in questionnaires and response sheets were thoroughly checked in respect with pupil, school, teacher, area, district and state codes and organized in batches. Each batch contained pupil, teacher, school questionnaires and response sheets of EVS Mathematics and Language of a school and tagged for a district before data entry.

DATA CLEANING

The information collected through School, Teacher and Pupil questionnaires and achievement tests (EVS, Mathematics and Languages) generated enormous amount of data and maintenance of its quality was a huge challenge. So all the information on questionnaires and item responses were subjected to several data cleaning procedures.

A number of checks for proper format, completeness, reasonableness, within acceptable limit and statistical inter-variability tests were conducted. Corrections of detected errors and omissions (wherever required/possible) were made during and subsequently after the data entry.

Random Verification of Entered Data

5% cases in each of the questionnaire and response sheet were randomly checked and verified one to one with the original sheets for each state to ensure the quality of data entry.

Limits and Reasonableness Checks

In case of open ended responses, the limits and reasonable checks were conducted like number of working days, age of pupils etc. Wherever discrepancies were found, the original sheets were consulted and if original sheets found incomplete the values were replaced with the mode value of the respective entry within school/district.

DATA ANALYSIS

Keeping in focus the objectives of the study, a comprehensive 'Framework for Analysis of Data' was developed. This framework provided details regarding data entry, data cleaning, data verification, preparation of different files, format of various tables and use of various statistical techniques for analysis.

Profiles

The profiles of students, teachers and schools were developed from the data generated through respective questionnaires. Profiles were designed to submit the data regarding the indicators that are supposed to play a vital role in determining students achievement. The briefs discussed under profile of school, teacher and student are as under:

Schools

The data collected through school questionnaire regarding distribution of schools on the basis of their terminal stage, attachment of pre-primary schools with sampled schools, availability of physical facilities, competency based teaching learning material, various kinds of incentive

schemes, infrastructures and other ancillary facilities available in the schools were analysed. The information regarding total instructional time, number of working days, involvement of various school educational committees, availability of teachers and student strength were also collected and compiled for each state/UT.

Teachers

The relevant teachers responses obtained through the questionnaire in the sampled schools were analysed with reference to their educational qualification, subject wise qualification, professional qualification and teaching experience. The availability of teaching aids, in service training programmes attended and the effectiveness of various training programmes in terms of utility of the knowledge gained and the improvement in teaching skills also were studied. The sources from where teachers received academic assistance were also analysed.

Students

For students profiles, the relevant data was analysed in the light of medium of instructions in which they were studying and the language being spoken at home, regularity in attending the school, educational and occupational status of parents and academic assistance provided by the family members at home. Further, perceptual answers from students regarding regularity of teachers, assigning homework and checking of notebook were also analysed.

Test Characteristics

Knowing the level of achievement of students in school subjects, across area, gender and social group is a matter of interest to one and all. For this, the EVS, Mathematics and Language tests were administered to students in sampled schools. The percentage of achievement, median, frequency, cumulative frequency and standard deviation were computed to know the status of achievement of students across the country. Further, critical ratios (CR or t values) and ANOVA were computed to understand the differences between the different groups (gender, area, social group). Split half reliability and Kuder Richardson (KR-20) reliability were also computed to know the inter-item consistency of the test items. Further, Facility Value (FV) and Discrimination Index (DI) were also computed to identify the hard spots in learning achievement in varied competencies and discrimination ability of the test across the states/UTs.

Regression Analysis

A comprehensive analysis was carried out on the data gathered through the achievement survey. Descriptive statistics (such as percentage, mean, median, frequency and SD) were used to help understand the present status of the issues/phenomena; inferential statistics (correlation, multiple regression and CR value) were used to draw inferences. Multiple Regression Analysis (MRA) technique was employed to understand the impact of independent variables (educational and occupation status of parents, school infrastructure, availability of teachers, TLM, teachers qualification, employment status, teacher professionalism, etc.) on dependent variables (achievement in academic subjects– EVS, Mathematics and Language) and establish a cause and effect relationship.

Indices

The pupil, teacher and school questionnaires generated a considerable volume of data. Therefore, a set of composite indicators was created to reduce the number of variables without losing its original characteristics, through Principal Component Analysis (PCA). Before processing the data into regression analysis, the required data were recoded with logical and directional value and the raw scores were also converted into standardized scores and even the multiple variables taken for composite index were scaled, thus, weightage were assigned accordingly.

Through Principal Component Analysis, data from the survey was translated into following distinct and independent indices:

School Questionnaire

- *Instructional Facility Index* a composite of availability of maps, charts, globes, blackboard, science & mathematics kits etc.
- *Physical Infrastructure Index* a composite of availability of playground, number of classrooms, mats & furniture, toilet & drinking water, electricity facility etc.
- *Auxiliary Facility Index* a composite of availability of television, computers, musical instruments, games equipment, etc.
- *Community Participation Index* a composite of observation of VEC, PTA/MTA
- *Human Resources Index* a composite of Pupil Teacher Ratio and total number of teachers in school.

Pupil Questionnaire

- *Socio-economic Index*, a composite of educational and occupational status of parents and status of families below poverty line (BPL).
- *Supplementary Helping Index* a composite of family help in academic work (father, mother, elder brother/sister) and taking of private tuition.
- *Distance from Home to School.*
- *Student Attendance.*

Teacher Questionnaire

- *Teacher Efficiency Index* a composite of educational and professional qualification and number of training programmes attended during last three years.
- *Teacher Professionalism Index* a composite of extent of use of TLM, maintenance of teacher's diary and giving homework to children.

The above indices developed were treated as Predictor Variables for the analysis. However, the Criterion Variables for the above Predictive Variables were achievement scores in *EVS, Mathematics and Language*.

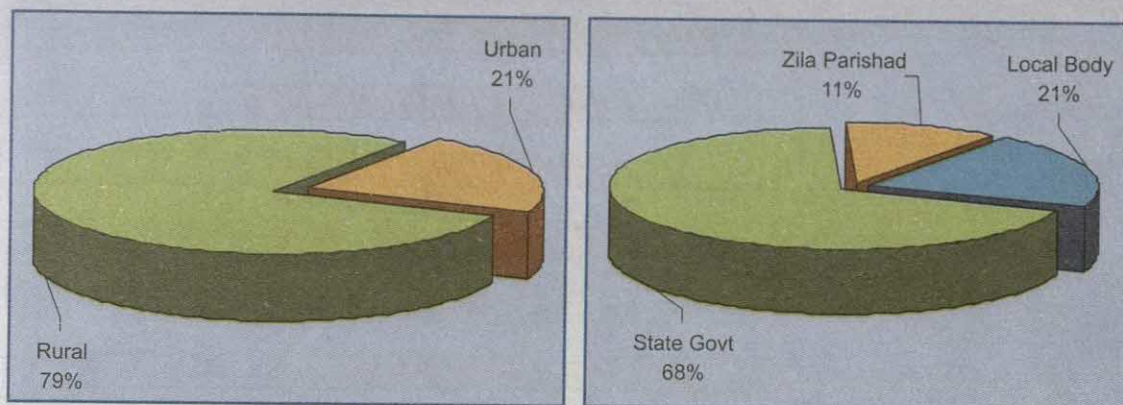


Chapter

Profiles

SCHOOL PROFILE

The data collected through questionnaires provided a picture about the type and category of schools, background of teachers and students.



Out of 6828 sampled schools, pre-school was attached to 2082 schools. 79% schools were from rural area and 21% from urban locations. Majority of the schools (68%) were run by state government. The data reveal that the percentage of schools having pre-school was more in urban area as compared to rural area. Further, the percentage of schools having pre-school was more in primary schools as compared to other type of schools. Out of total 6828 sampled schools, 39% schools were up to Class V and only 5% schools were up to Class XII.

TEACHERS ON ROLL

Percentage of male teachers was more in rural area and percentage of female teachers was more in urban area schools. Further, Pupil Teacher Ratio in rural and urban areas was 31:1 and 35:1 respectively.

INCENTIVE SCHEMES

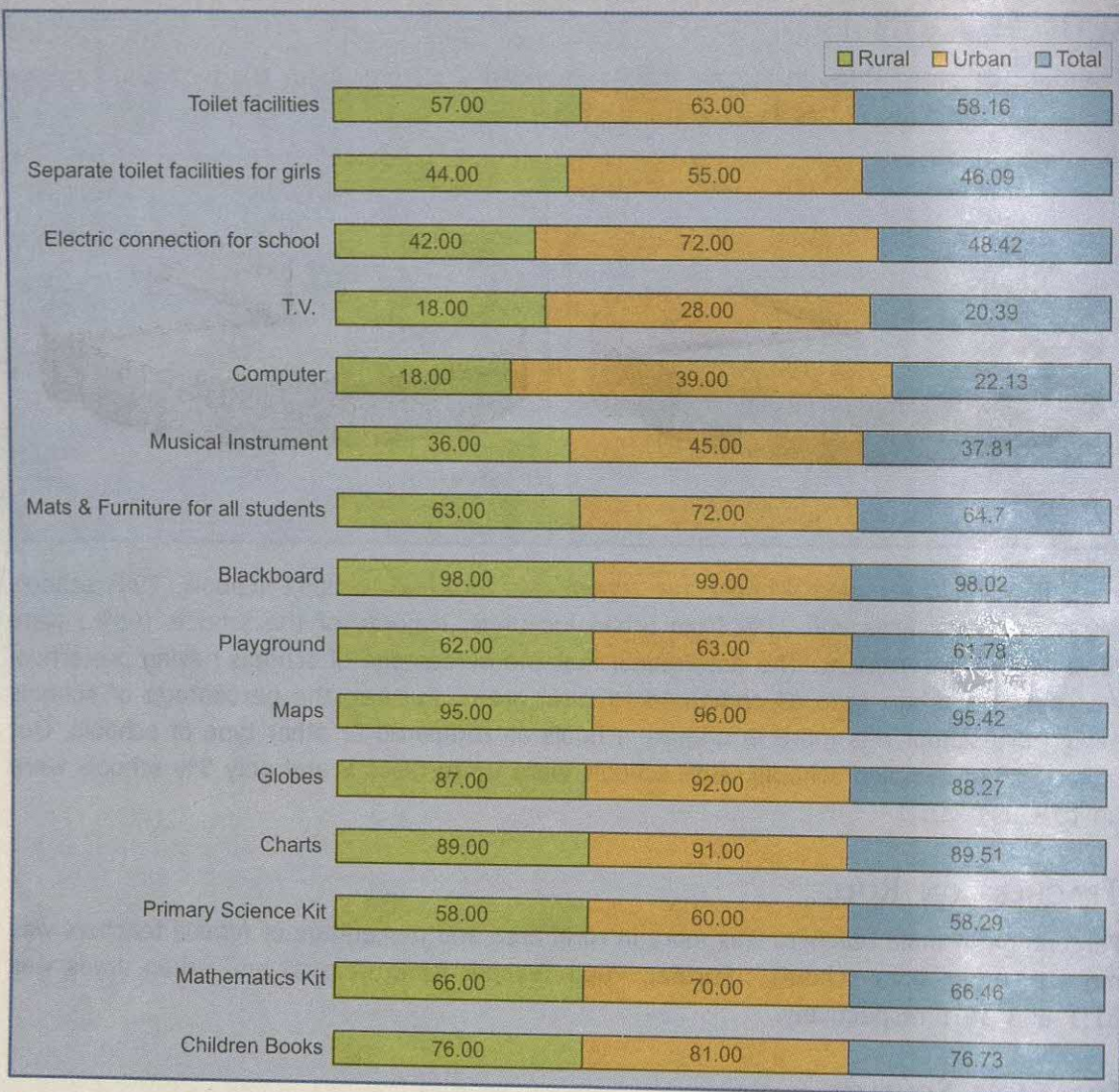
Various incentive schemes, such as mid day meal and free textbooks were available in 89% and 84% schools respectively. Free uniform and scholarships for attendance were available in 47% and 42% schools respectively.

INSTRUCTIONAL TIME

Average number of working days in schools was 213 days in a year. On an average, schools were working for 7 periods a day of 39 minutes duration.

SCHOOL RESOURCES

The national picture given below reveals that more resources were available in urban schools than rural schools.



TEACHING LEARNING AIDS

It was observed that maps, globes and charts were available in nearly 90% schools. However, play material & toys, games equipment and children books were available in approximately 70% schools, whereas, science and mathematics kits were available in approximately 58% and 67% schools. Further, encyclopedia and magazines were available in 36% and 44% schools and mini tool kit was available in only 25% schools.

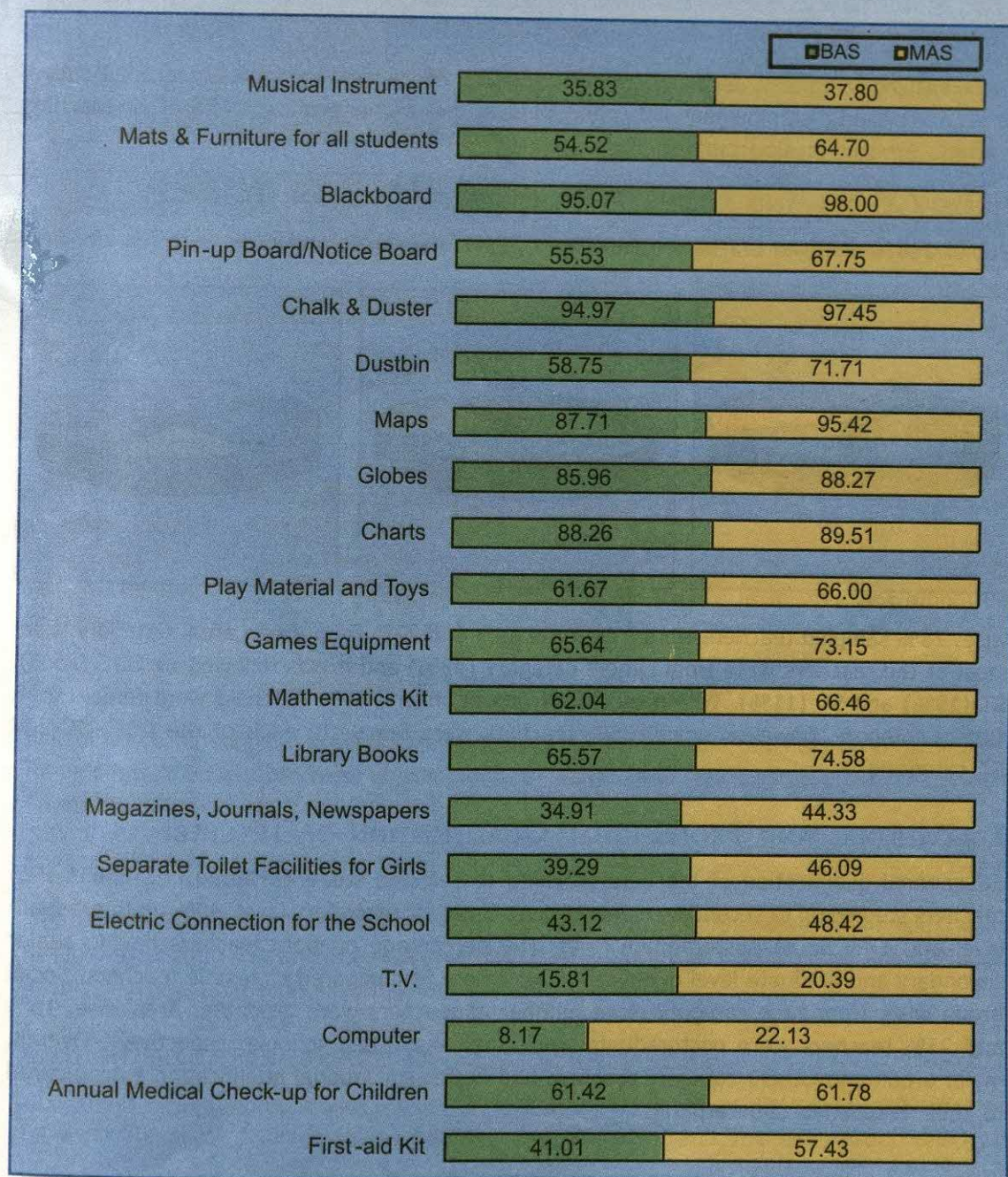
PHYSICAL FACILITIES

Blackboard, chalk and duster were available in 98% schools. School bell and chairs for teachers were available in approximately 93% to 94% schools. Further, mats & furniture for all students, tables for teachers, pinup board/notice board, water pitcher/ ladle & glasses, dustbin and playground were available 62% to 72% of schools. However, musical instruments and separate toilet facility for girls were found in 38% schools. Portable drinking water and toilet facilities were available in 74% and 58% schools respectively.

ANCILLARY FACILITIES RELATED TO TEACHING LEARNING PROCESS

Annual medical check up for children and firstaid kit were available in approximately 62% and 57% schools respectively. Immunization and electric connection were available in about 40% to 48% schools, whereas television and computers were available in 20% to 22% schools respectively.

ENHANCEMENT OF FACILITIES



Almost all the school facilities increased during BAS (2001) to MAS (2006). Most significantly televisions and computers increased by 5% and 14% respectively.

EDUCATIONAL COMMITTEES

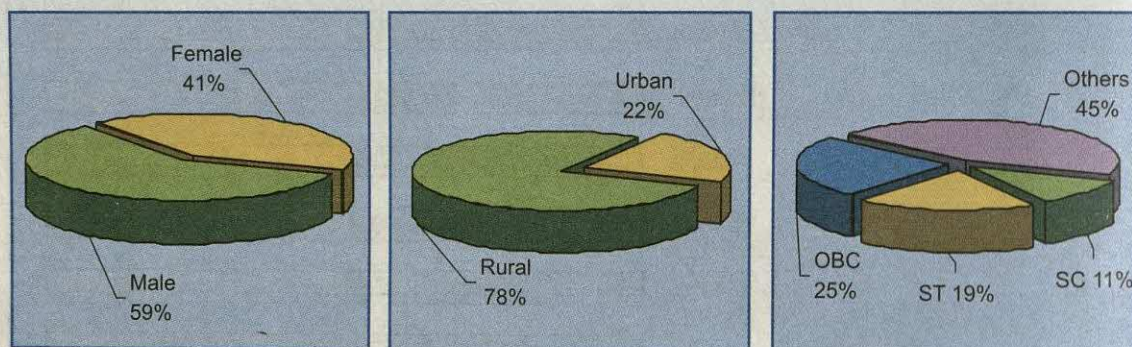
VEC/AEC/SMC were available in 93% schools but these committees were more in rural (94%) schools as compared to urban (87%) schools. Further, parent-teacher associations were functional in about 74% schools.

TEACHER PROFILE

In the ensuing paragraphs teacher profile including their educational and professional qualification, in-service training, employment status and some of the teacher proficiency based on teaching learning process is discussed.

AREA, GENDER AND CATEGORY WISE DISTRIBUTION OF TEACHERS

Out of 14810 sampled teachers, gender wise, 59% were male and 41% were female. Area

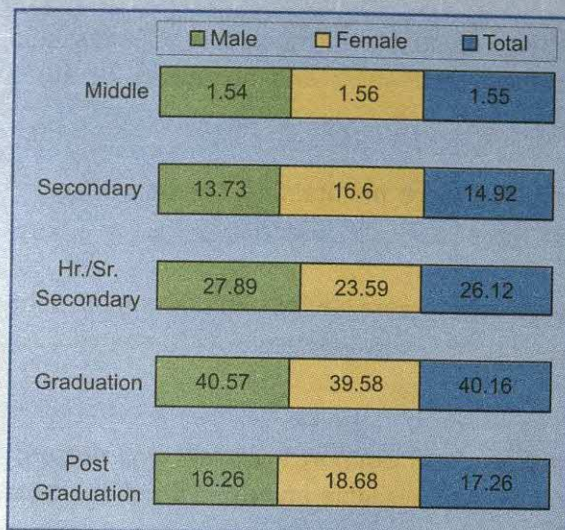


wise, 78% sampled teachers were from rural area and 22% from urban area. Category wise, most of the teachers were from Others category (45%) and it was followed by OBC (25%), ST (19%) and SC (11%). Within the social groups, nearly 50% teachers were female from Others category, however, nearly 35% teachers were female in each of the OBC, SC and ST categories

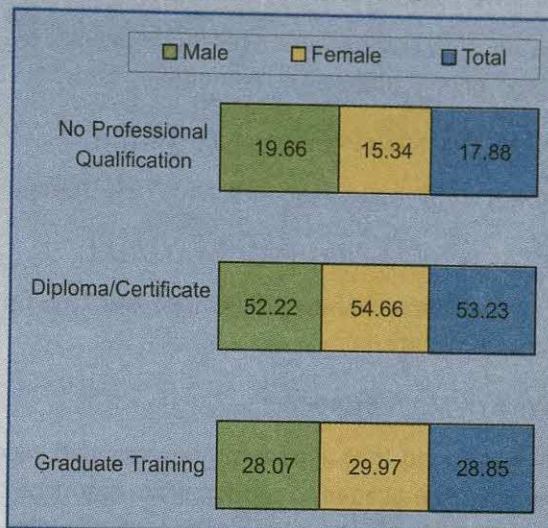
EDUCATIONAL AND PROFESSIONAL QUALIFICATION OF TEACHER

Educational qualification of teachers teaching to selected students varied i.e., about 15% teachers studied up to secondary level, 26% up to senior secondary level, 40% up to graduate level and 17% up to postgraduate level. The percentage of male teachers having senior secondary and graduate level qualification was more as compared to female teachers. Social group wise, from each category more number of teachers were graduate. Area wise, 16% and 25% teachers were postgraduate from rural and urban schools respectively. Overall, male, urban and Others category teachers had better educational qualification as compared to their respective counterparts.

Educational Qualification



Professional Qualification



About 53% teachers were having diploma/certificate as professional qualification. Further, the number of teachers having postgraduate professional qualification was very small. Nearly 18% teachers did not have any professional qualification.

TEACHING EXPERIENCE

Average teaching experience of sampled teachers was 12 years. Teachers posted in urban schools were having little more experience than those in rural schools. Teaching experience of male teachers was slightly more than female teachers.

Average teaching experience of OBC and Others category teachers was more than SC and ST Category teachers. Further, overall teaching experience in the present school was 8 years.

EMPLOYMENT STATUS

Out of the total sampled teachers, 83% teachers were full time teachers on regular basis. Remaining 17% teachers were on temporary or adhoc basis, such as para teachers/shiksha karmi etc.

IN-SERVICE TRAINING

Out of total sample of 14810 teachers, 17% teachers had not attended any in-service training programme during last 3 years. However, 33% teachers from ST category did not participate in any training programme during last 3 years.

ORGANIZERS OF IN-SERVICE TRAINING PROGRAMMES

In terms of organizing in-service training programmes, maximum programmes were organized by Block Resource Centres (52%) followed by DIET, CRC and Teacher Resource Centre.

HOME WORK

About 85% teachers were giving homework regularly to students. Further, about 14% teachers were giving homework sometimes and 1% teachers were not giving homework at all.

MAINTAINING TEACHERS DIARY

About 76% male teachers and 79% female teachers were maintaining teachers diary.

TEACHING LEARNING MATERIAL

Out of the total sample, 72% male and 79% female teachers were having and utilising teaching learning material.

ACADEMIC SUPPORT

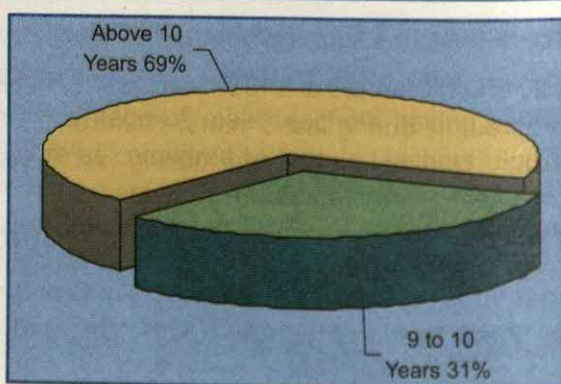
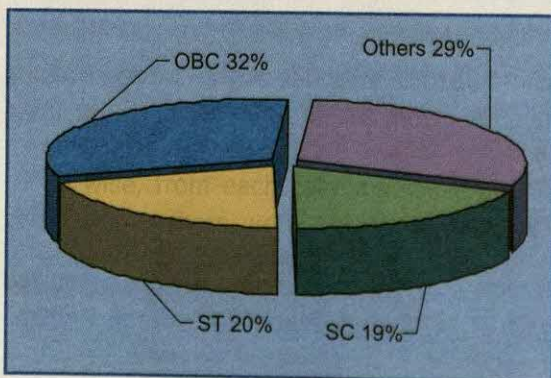
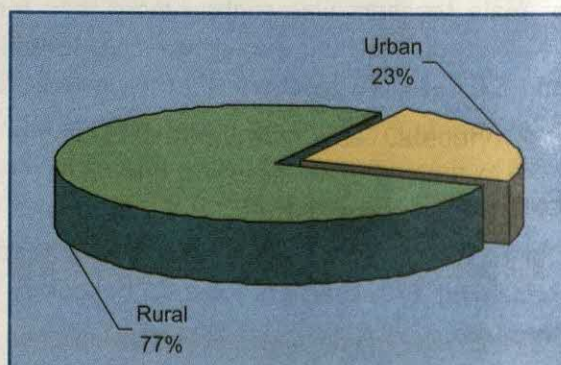
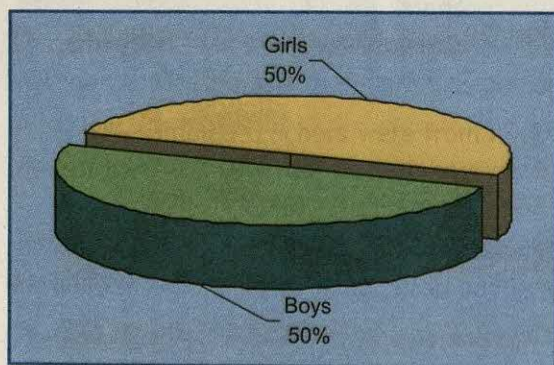
It was found that almost all teachers had received academic support from resource persons. Further, the academic support from resource persons was available uniformly to all teachers irrespective of sex and location of schools.

STUDENT PROFILE

The details about student profile is given in this section:

GENDER, AREA, CATEGORY AND AGE WISE DISTRIBUTION OF CHILDREN

Out of 84322 sampled children, gender wise, there was equal representation of boys and girls area wise also there was a proper representation from rural and urban areas (4:1).



Category wise most of the children were from OBC category (32%) and minimum SC category (19%). Nearly 70% of children surveyed were of 10 years or more age.

MEDIUM OF INSTRUCTION

The medium of instruction of 66% children was same as the language spoken at home.

AGE WISE DISTRIBUTION OF STUDENTS

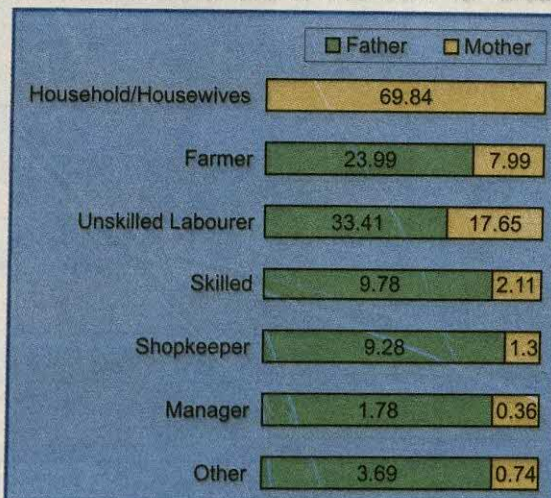
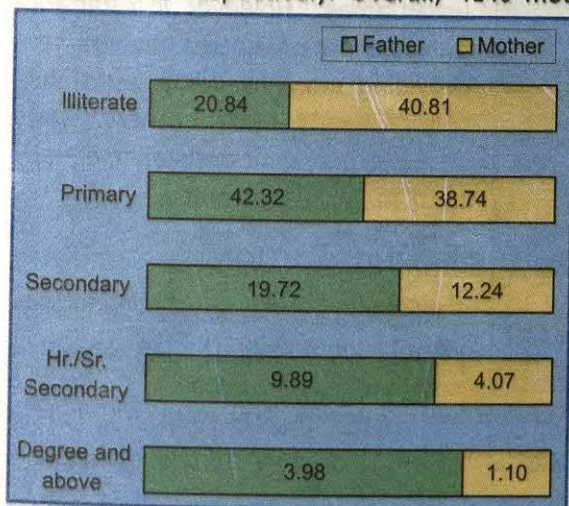
Out of the total sample, majority of students (69%) were above 10 years age. In urban area, the percentage of students of 9 to 10 years age was more as compared to rural area (33% vs 31%). However, the percentage of students above 10 years was more in rural area as compared to urban area (69% vs 67%).

NUMBER OF SIBLINGS

The data reveals that out of the total sample, about 3% students were single child in their family and about 62% students were having more than two siblings. The percentage of students having more than two siblings was more in rural area (64%) as compared to urban area (55%).

PARENTS EDUCATIONAL AND OCCUPATIONAL STATUS

The percentage of mothers having higher secondary, degree and above qualification was 4% and 1% respectively. Overall, 41% mothers were illiterate and it was 31% for urban



area. Overall, educational status of mothers of urban children was better than those of rural children.

About 70% mothers of sampled students were housewives or were doing household activities. About 18% mothers were unskilled labourer and only 20% mothers were skilled worker, shopkeepers, managers and doing other unskilled occupations.

Nearly 20% to 21% fathers were found in each of illiterate and secondary groups of educational level. The percentage of illiterate and primary educated fathers was more in rural area as compared to urban area. However, the percentage of secondary, senior secondary or degree and above level educated fathers was more in urban area. Only 4% fathers were

having degree and above qualification. Overall, fathers educational qualification of urban children was better than that of rural children.

About 67% fathers were farmers and unskilled labourers and only 2% fathers were managers. Percentage of wards of farmers was more in rural area as compared to urban area.

DISTANCE OF SCHOOL FROM RESIDENCE

In case of 81% students, the distance of school from the residence was up to 1 km. The distance of school from residence of rural students was less than urban students.

DETENTION IN PRIMARY CLASSES

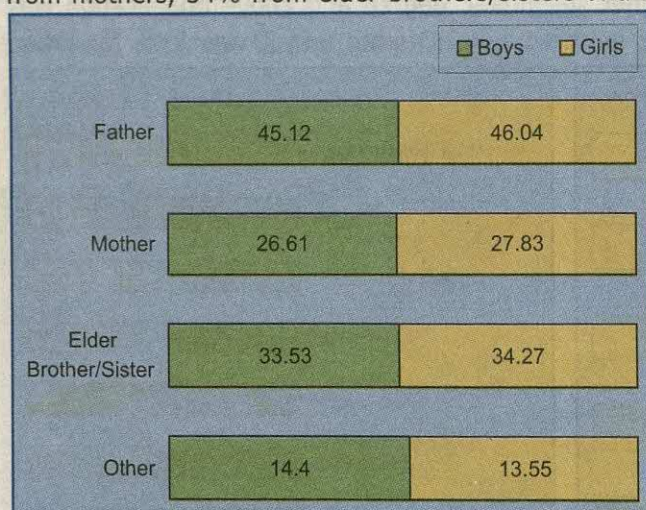
It was observed that about 19% students were detained up to Class V.

BPL CARD HOLDER FAMILIES

It was found that out of total sample, 41% students belonged to BPL card holders family. The percentage of wards of BPL card holders was more in rural area as compared to urban area.

ACADEMIC ASSISTANCE FROM FAMILY MEMBERS

Data revealed that about 46% students were getting academic assistance from fathers, 27% from mothers, 34% from elder brothers/sisters and remaining 14% from others. The same



trend was prevalent in both rural and urban areas. However, in rural area fathers and in urban area mothers were providing more academic assistance to their wards. Elder brothers/sisters provided academic assistance equally both in rural and areas.

TAKING TUITION

It was observed that about 24% students were taking tuition. The percentage of private tuition takers was more in urban area (34%) than in rural area (21%) of the total students taking tuition.

CLASSWORK CHECKED

Only 4% students reported that the respective teachers checked their classwork. Further, about 95% students reported that their class work was checked by some other students or by themselves.

READING OF STORY BOOKS, MAGAZINES AND NEWSPAPERS

About 62% students reported that they read either storybooks or magazines or newspapers. This percentage was more in urban area (70%) as compared to rural area (59%).



Chapter

Learning Achievement

ACHIEVEMENT ACROSS STATES/UTs

In this chapter, the achievements of Class V students in Environmental Studies (EVS), Mathematics and Language at states/UTs and National level have been discussed. The achievement data have been analysed gender wise, area wise and category wise in three subjects across the states/UTs. Table 3.1 shows achievement of students in Environmental Studies (EVS) and Mathematics across the states/UTs.

Table 3.1 : Achievement in EVS and Mathematics

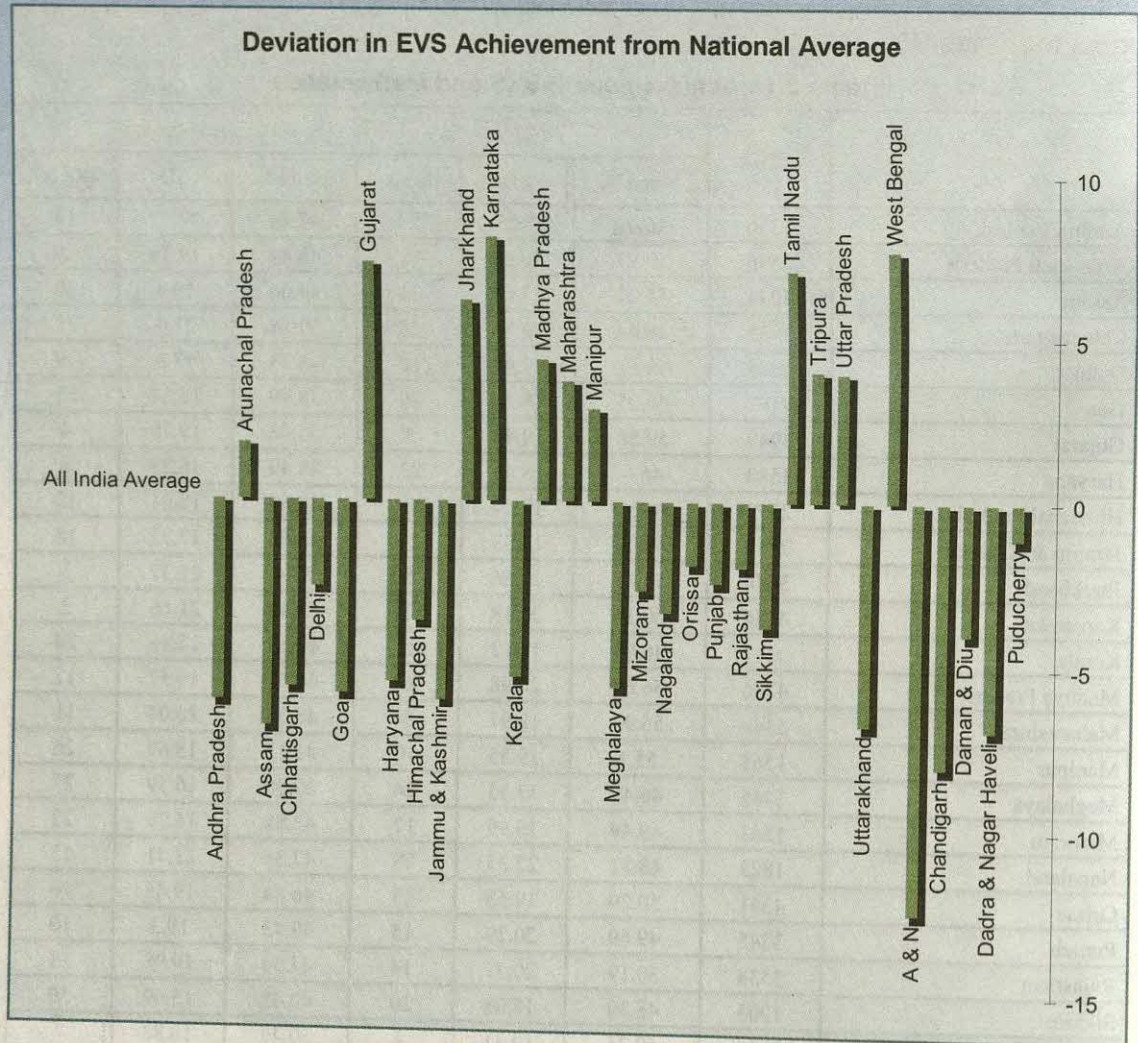
State	N	EVS			Mathematics		
		Mean %	SD	Rank	Mean %	SD	Rank
Andhra Pradesh	3756	46.01	18.5	28	47.44	17.77	14
Arunachal Pradesh	2596	53.97	20.52	11	48.44	19.36	9
Assam	4044	45.21	17.07	31	44.64	19.4	20
Chhattisgarh	2985	46.44	22.83	25	39.18	21.6	31
Delhi	1385	49.51	17.49	16	45.33	17.5	19
Goa	607	46.25	18.71	26	38.99	16.34	32
Gujarat	3949	59.56	19.46	3	56.98	19.39	4
Haryana	3580	46.6	18.46	23	48.49	18.25	8
Himachal Pradesh	2372	48.51	18.24	19	47.61	18.61	12
Jammu & Kashmir	2159	46.06	18.53	27	45.53	17.72	18
Jharkhand	3474	58.41	20.86	5	57.4	21.37	3
Karnataka	4284	60.34	20.18	1	57.48	21.66	2
Kerala	3417	46.83	14.12	22	42.33	12.96	24
Madhya Pradesh	4756	56.62	20.98	6	46.52	19.57	17
Maharashtra	5546	55.93	18.97	9	48.28	20.04	11
Manipur	1568	55.1	19.55	10	41.12	18.69	26
Meghalaya	1445	46.49	17.35	24	40.98	16.59	27
Mizoram	1563	49.49	15.99	17	42.88	16.79	22
Nagaland	1823	48.81	22.35	18	47.35	21.71	15
Orissa	4341	50.29	19.68	13	46.84	19.45	16
Punjab	3345	49.69	20.29	15	48.43	19.3	10
Rajasthan	3538	50.19	20.77	14	47.56	19.98	13
Sikkim	1005	48.39	18.08	20	40.42	15.69	30
Tamil Nadu	3130	59.36	19.31	4	50.49	18.83	7
Tripura	1181	56.23	24.55	7	52.84	24.74	5
Uttar Pradesh	3960	56.19	19.18	8	52.39	19.98	6
Uttarakhand	2170	45.38	18.39	29	40.9	16.6	28
West Bengal	4055	59.92	19.39	2	61.02	20.09	1
A & N Island	332	39.69	17.03	33	33.37	13.59	33
Chandigarh	433	44.1	18.06	32	42.2	17.26	25
Daman & Diu	671	48.23	18.93	21	43.02	19.39	21
Dadra & Nagar Haveli	450	45.29	16.78	30	40.84	15.9	29
Puducherry	402	51.12	18.45	12	42.6	16.6	23
All India Average	84322	52.19	20.10	-	48.46	20.06	-



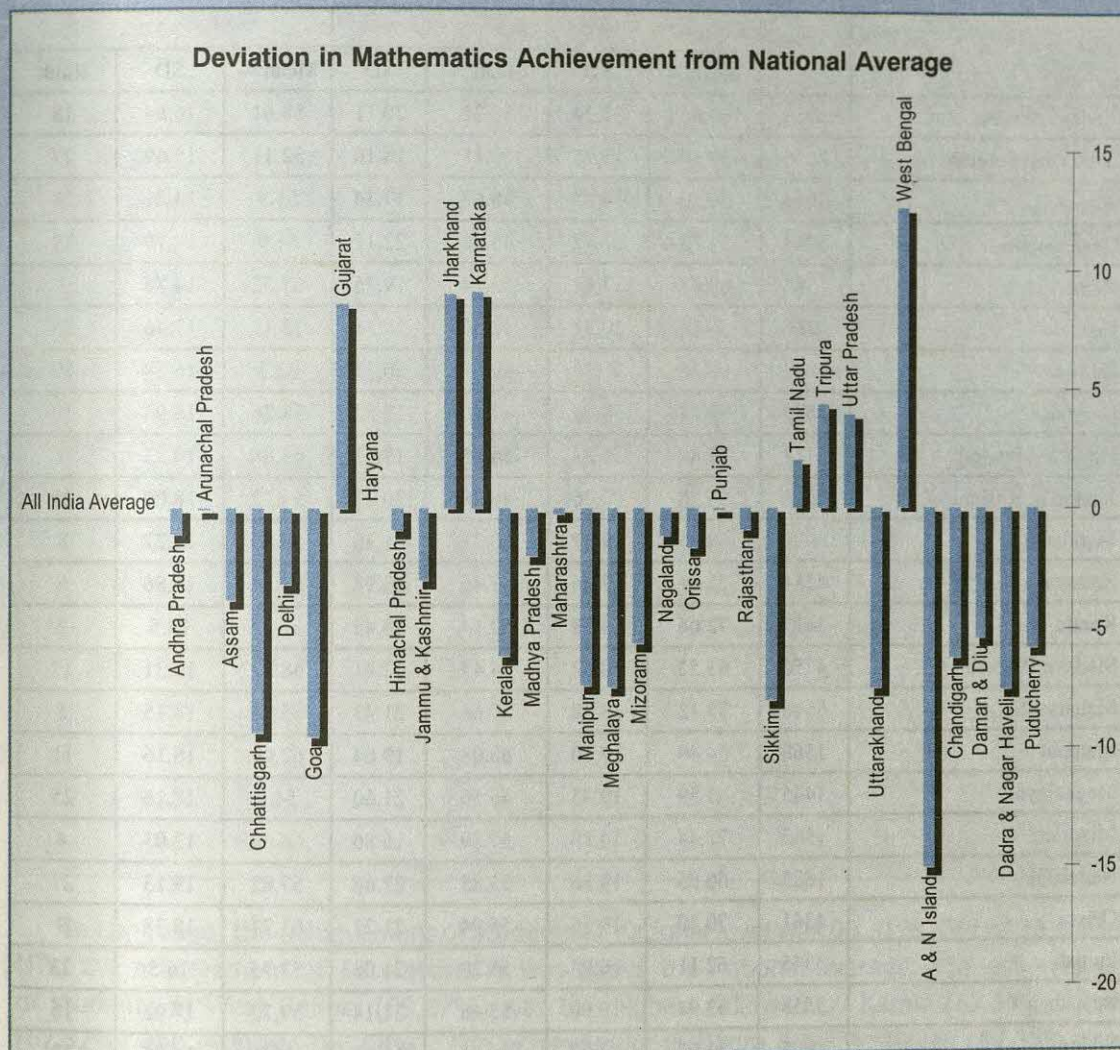
GRAPHICAL REPRESENTATION

The variation with respect to national average in EVS and Mathematics is represented here:

Environmental Studies (EVS)



In EVS, achievement of students at National level was 52.19% with SD 19.99. Out of 33 states/UTs, the achievement of 11 states/UTs was higher than the national average. The achievement of students of Karnataka (60.34%) was highest followed by West Bengal (59.92%) and Gujarat (59.56%). The achievement in A&N Island (39.69%) was the lowest. The achievement in 22 states/UTs was below the national average. Out of 7 North Eastern states, achievement in Arunachal Pradesh, Manipur and Tripura was above the national average.



In Mathematics, achievement at students at national level was 48.46%. Out of 33 states/UTs, the achievement of 8 states was above the national average. The achievement of students of West Bengal (61.02%) was the highest followed by Karnataka (57.48%), Jharkhand (57.40%) and Gujarat (56.98%). The achievement of students of A&N Island (33.37%) was the lowest. The achievement of 25 states/UTs was below the National average. Out of seven North Eastern States, only in Tripura, the achievement of students was above the national average.

ACHIEVEMENT ACROSS STATES/UTs IN LANGUAGES

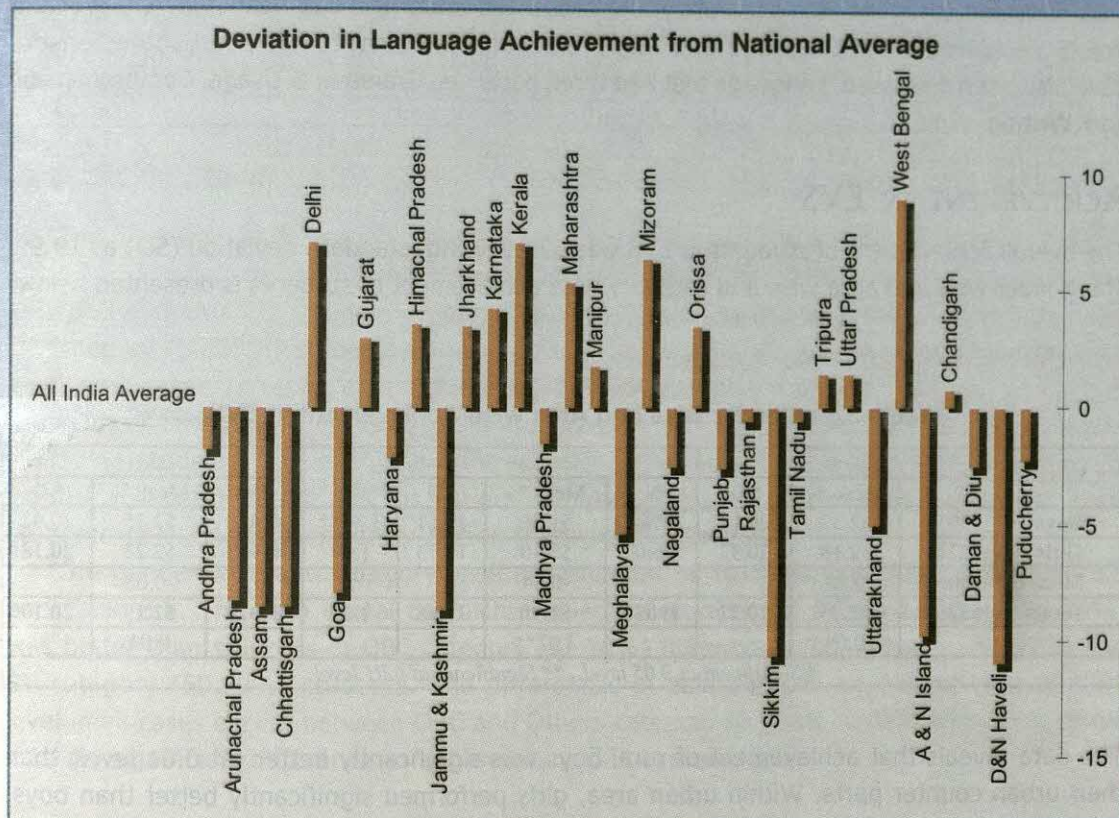
Table 3.2 shows achievement of students in Languages and its components e.g. Grammar & Usage and Comprehension across the states/UTs.

Table 3.2 : Achievement in Language and its Components

State	N	Grammar & Usage		Comprehension		Language		
		Mean %	SD	Mean %	SD	Mean %	SD	Rank
Andhra Pradesh	3756	63.66	17.24	53.21	20.11	58.61	16.64	18
Arunachal Pradesh	2596	53.89	17.95	50.11	18.10	52.11	15.69	27
Assam	4044	55.10	14.25	48.67	17.34	51.9	13.21	28
Chhattisgarh	2985	54.73	21.47	45.36	22.11	51.9	19.79	31
Delhi	1385	69.83	17.61	55.14	19.75	67.32	14.86	3
Goa	607	56.10	20.31	48.34	18.51	52.47	17.46	26
Gujarat	3949	66.26	17.30	59.69	20.33	63.3	16.38	10
Haryana	3580	63.23	18.76	52.80	19.52	58.26	16.93	19
Himachal Pradesh	2372	72.80	16.24	58.05	19.21	63.88	15.23	7
Jammu & Kashmir	2159	56.26	20.06	46.76	20.27	51.72	18.00	29
Jharkhand	3474	68.93	19.37	58.71	21.36	63.82	18.27	8
Karnataka	4284	72.23	17.44	57.46	20.98	64.56	16.86	6
Kerala	3417	72.04	14.58	62.14	18.42	67.34	14.5	2
Madhya Pradesh	4756	63.52	20.82	54.45	22.41	58.82	19.31	17
Maharashtra	5546	73.12	18.70	57.66	21.43	65.64	18.15	5
Manipur	1568	64.49	17.10	60.08	19.04	62.09	16.16	11
Meghalaya	1445	61.59	19.43	46.56	21.60	54.9	18.16	25
Mizoram	1563	72.44	14.80	57.89	16.86	66.68	12.03	4
Nagaland	1823	60.85	19.86	55.83	22.66	57.82	19.13	21
Orissa	4341	70.30	19.56	56.94	21.21	63.77	18.38	9
Punjab	3345	62.11	16.08	53.20	21.08	57.75	16.5	23
Rajasthan	3538	63.94	19.00	55.48	21.14	59.72	17.92	16
Sikkim	1005	51.97	17.07	46.96	16.67	49.7	14.89	32
Tamil Nadu	3130	59.14	16.10	54.32	20.37	59.79	14.52	15
Tripura	1181	66.71	18.58	56.71	23.33	61.77	19.24	12
Uttar Pradesh	3960	70.66	19.77	58.76	21.04	61.77	17.92	13
Uttarakhand	2170	61.12	19.53	49.02	20.36	55.3	17.79	24
West Bengal	4055	72.96	13.00	65.21	18.25	69.27	13.47	1
A & N Island	332	53.51	18.87	47.12	20.89	50.57	17.86	30
Chandigarh	433	68.15	17.47	53.55	18.28	61.09	15.82	14
Daman & Diu	671	61.64	17.01	54.08	20.74	57.78	15.46	22
Dadra & Nagar Haveli	450	52.73	17.81	45.48	20.74	49.35	17.01	33
Puducherry	402	59.30	15.42	55.78	19.57	58.09	16.53	20
All India Average	84322	65.21	19.02	55.23	20.89	60.31	17.68	-

GRAPHICAL REPRESENTATION

The variation with respect to national average in Language across states/UTs is given below:



In Language, the achievement of students at national level was 60.31%. Out of 33 states/UTs, the achievement of 14 states/UTs was above the national average. The achievement of students of West Bengal (69.27%) was the highest followed by Kerala (67.34%), Delhi (67.32%) and Mizoram (66.68%). The achievement in Dadra & Nagar Haveli (49.35%) was the lowest. Among 7 North Eastern States, the achievement in Manipur, Mizoram and Tripura was above the national average.

In Grammar & Usage component of Language, the achievement of students at national level was 65.21%. Out of 33 states/UTs, the achievement of 13 states/UTs was above the National average. The achievement of students of Maharashtra (73.12%) was the highest followed by West Bengal (72.96%), Himachal Pradesh (72.80%) and Mizoram (72.44%). The achievement in Sikkim (51.97%) was the lowest. Among 7 North Eastern States, the achievement in Mizoram and Tripura was above the national average.

In Comprehension component of Language, the achievement at national level was 55.23%, which was lower than the achievement in Grammar & Usage component of Language. Out of 33 states/UTs, the achievement of students of West Bengal (65.21%) was the highest followed by Kerala (62.14%), Manipur (60.08%) and Gujarat (59.69%). The achievement in Chhattisgarh (45.36%) was the lowest. Out of seven North Eastern States, the achievement in Manipur, Mizoram, Nagaland and Tripura was above the national average.

LEARNING ACHIEVEMENT AT NATIONAL LEVEL

The achievement of students in EVS, Language and Mathematics was analysed gender wise, area wise and category wise separately and presented under the sub headings 'Achievement in EVS', 'Achievement in Language' and 'Achievement in Mathematics'. The test characteristics have also been discussed. Language test had three parts i.e., Grammar & Usage, Comprehension and Writing skills.

ACHIEVEMENT IN EVS

The overall achievement of students in EVS was 52.19% with standard deviation (SD) as 19.99. The gender wise and area wise and category wise achievement of students is presented below:

Gender and Area wise Achievement

Table 3.3 : Gender wise and Area wise Achievement in EVS

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	33054	52.32	20.13	9365	51.56	19.61	3.80**	42419	52.15	20.02
Girls	32215	52.18	20.32	9688	52.40	19.73	1.09	41903	52.23	20.18
Mean Difference		0.14			-0.84				-0.08	
Total	65269	52.25	20.22	19053	51.99	19.68	1.29	84322	52.19	20.10
t		0.69			3.02**				0.04	

* Significant at 0.05 level, ** Significant at 0.01 level

The data reveals that achievement of rural boys was significantly better (at 0.01 level) than their urban counter parts. Within urban area, girls performed significantly better than boys.

Area, Gender and Category wise Achievement

The area wise and category wise as well as gender wise and category wise achievement of students is presented in Tables 3.4, 3.5 and 3.6.

Table 3.4 : Area wise and Category wise Achievement in EVS

Category	Rural			Urban			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	12641	51.66	20.35	3499	51.58	20.14	0.08	0.20	16140	51.64	20.30
ST	13792	50.68	20.31	3110	51.27	20.35	-0.59	1.45	16902	50.79	20.32
OBC	20962	52.70	20.43	5566	53.01	19.69	-0.31	1.08	26528	52.76	20.28
Others	17874	53.36	19.73	6878	51.69	19.08	1.67	6.04**	24752	52.89	19.57
Total	65269	52.25	20.22	19053	51.99	19.68	0.26	1.29	84322	52.19	20.10

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	8431	51.47	20.13	7709	51.83	20.49	-0.36	1.25	16140	51.64	20.30
ST	8640	50.60	20.15	8262	50.98	20.50	-0.38	1.32	16902	50.79	20.32
OBC	13449	52.76	20.22	13079	52.76	20.33		0.00	26528	52.76	20.28
Others	11899	53.08	19.53	12853	52.72	19.60	0.36	1.30	24752	52.89	19.57
Total	42419	52.15	20.02	41903	52.23	20.18	-0.08	0.07	84322	52.19	20.10

Table 3.6 : Gender, Area and Category wise t - values

Categories	Boys	Girls	Total	Rural	Urban	Total
SC vs ST	3.05**	2.39*	4.19**	3.41**	0.63	4.19**
SC vs OBC	4.52**	3.22**	5.52**	5.10**	3.22**	5.52**
SC vs Others	5.76**	3.16**	6.29**	8.50**	0.28	6.29**
ST vs OBC	7.56**	6.17**	9.71**	9.91**	3.90**	9.71**
ST vs Others	8.86**	6.17**	10.56**	13.41**	0.96	10.56**
OBC vs Others	1.14	0.14	0.65	3.28**	3.94**	0.65

* Significant at 0.05 level ** Significant at 0.01 level

The area wise and category wise achievement of students is presented in Table 3.4 and Table 3.6. The data reveal that in rural area, achievement of Others category students (53.36%) was better than OBC category students (52.70%) followed by SC category (51.66%) and ST category (50.68%) students and the differences in achievement were significant at 0.01 level in all cases. In urban area, achievement of OBC category students (53.01%) was better than Others category students (51.69%) followed by SC category (51.58%) and ST category (51.27%) students. However, the differences in achievement were significant between SC vs OBC, ST vs OBC and OBC vs Others category students. Within Others category, rural students performed significantly better than urban students.

The gender wise and category wise achievement of students is presented in Table 3.5 and Table 3.6. The data reveal that achievement of students of Others category (52.89%) was better than students of OBC category (52.76%) followed by SC category (51.64%) and ST category (50.79%) students. The differences in achievement were significant at 0.01 level in all cases except between OBC and Others category students. Within categories, there was no significant difference in achievement of boys and girls.

ACHIEVEMENT IN MATHEMATICS

The overall achievement of students in Mathematics was 48.46% with SD as 20.06. The gender wise and area wise, gender wise and category wise and area wise and category wise achievement of students is presented below:

Gender and Area wise Achievement

Table 3.7 : Gender wise and Area wise Achievement in Mathematics

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	33054	48.83	20.15	9365	47.51	19.45	6.60**	42419	48.54	20.01
Girls	32215	48.42	20.21	9688	48.23	19.78	0.94	41903	48.37	20.11
Mean Diff.		0.41			-0.72				0.17	
Total	65269	48.63	20.18	19053	47.88	19.62	3.74**	84322	48.46	20.06
t		2.03*			2.60**				0.07	

* Significant at 0.05 level, ** Significant at 0.01 level

Table 3.7 represents the gender wise and area wise achievement of students in Mathematics. The data reveal that like in EVS, the achievement of rural students was significantly better (at 0.01 level) than their urban counter parts. In rural area, boys and in urban area, girls performed significant better than their counterparts.

Table 3.8 : Area wise and Category wise Achievement in Mathematics

Category	Rural			Urban			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	12641	47.89	19.91	3499	48.51	19.95	-0.62	1.56	16140	48.02	19.92
ST	13792	45.82	19.86	3110	45.64	19.55	0.18	0.45	16902	45.79	19.80
OBC	20962	49.19	20.27	5566	48.76	19.66	0.43	1.51	26528	49.10	20.14
Others	17874	50.66	20.25	6878	47.85	19.37	2.81	9.93**	24752	49.88	20.05
Total	65269	48.63	20.18	19053	47.88	19.62	0.75	3.74**	84322	48.46	20.06

Table 3.9 : Gender wise and Category wise Achievement in Mathematics

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	8431	48.09	19.80	7709	47.94	20.05	0.15	0.53	16140	48.02	19.92
ST	8640	45.59	19.50	8262	46.00	20.11	-0.41	1.46	16902	45.79	19.80
OBC	13449	49.27	20.18	13079	48.92	20.10	0.35	1.23	26528	49.10	20.14
Others	11899	50.17	20.08	12853	49.61	20.02	0.56	1.98*	24752	49.88	20.05
Total	42419	48.54	20.01	41903	48.37	20.11	0.17	0.73	84322	48.46	20.06

Table 3.10 : Gender, Area and Category wise t- values

Categories	Boys	Girls	Total	Rural	Urban	Total
SC vs ST	9.00**	5.58**	11.23**	7.36**	5.93**	11.23**
SC vs OBC	4.17**	3.45**	5.38**	6.46**	0.57	5.38**
SC vs Others	7.37**	5.89**	9.30**	13.77**	1.69	9.30**
ST vs OBC	13.06**	10.27**	16.54**	16.76**	7.11**	16.54**
ST vs Others	16.33**	12.73**	20.50**	24.10**	5.09**	20.50**
OBC vs Others	3.16**	2.43*	3.88**	7.26**	2.69**	3.88**

* Significant at .05 level, ** Significant at 0.01 level

The area wise and category wise achievement of students is presented in Table 3.8 and Table 3.10. The data reveal that in rural area, students of Others category performed better than OBC category students followed by SC and ST category students and the differences in achievement were significant in all cases across the categories. In urban area, students of OBC category performed better than SC category students followed by Others and ST category students and the differences in achievement were significant except between SC vs OBC and SC vs Others. Within Others category, rural students performed significantly better than urban students.

The gender wise and category wise achievement of students is presented in Table 3.9 and Table 3.10. The data reveal that achievement of Others category students (49.88%) was better than OBC category students (49.10%) followed by SC category (48.02%) and ST category (45.79%) students. Further, the differences in achievement were significant in all cases across the categories. Within categories, there was no significant difference in achievement of boys and girls, except in Others category, where boys performed significantly better (at 0.01 level) than girls.

ACHIEVEMENT OF STUDENTS IN LANGUAGE

The Language test has three parts i.e., Grammar & Usage, Comprehension and Writing. The first 20 questions were on Grammar & Usage, next 20 questions were on Comprehension and last two descriptive questions, each of 5 marks were on writing skill. The overall achievement of students in Language, including Grammar & Usage and Comprehension was 60.31% with SD as 17.68. In Grammar & Usage and in Comprehension component of Language, the achievement of students was 65.05% and 55.07% respectively. For the last two questions i.e., questions 41 and 42 answers were to be written. Question 41 was based on connected writing of 5 marks where the students had to write 5 sentences on a given topic. The question 42 had a choice wherein either one had to write an application for leave or write five sentences using any five given words. The performance of students in these questions was quite poor as 23% children scored zero out of 10 marks, at the same time 10% children also scored 10 out of 10.

Gender wise and Area wise Achievement

Table 3.11 : Gender wise and Area wise Achievement in Language

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	33054	59.85	17.75	9365	61.73	17.16	10.67**	42419	60.27	17.63
Girls	32215	59.58	17.79	9688	62.91	17.24	18.85**	41903	60.35	17.72
Mean Diff.		0.27			-1.18				-0.08	
Total	65269	59.72	17.77	19053	62.33	17.21	14.79**	84322	60.31	17.68
t		1.52			4.85**				0.09	

* Significant at 0.05 level, ** Significant at 0.01 level

Table 3.11 represents the gender wise and area wise achievement of students in Language (including Grammar & Usage and Comprehension component of Language). The data reveal that achievement of urban students, both boys and girls, was significantly better (at 0.01 level) than their rural counterparts. In urban area, girls performed significantly better than boys, whereas in rural area, there was no significant difference in achievement of boys and girls.

Area, Gender and Category wise Achievement

Table 3.12 : Area wise and Category wise Achievement in Language

Category	Rural			Urban			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	12641	59.37	17.51	3499	61.46	17.36	-2.09	5.98**	16140	59.83	17.50
ST	13792	56.60	17.92	3110	59.97	17.70	-3.37	9.42**	16902	57.22	17.93
OBC	20962	60.10	17.99	5566	62.28	17.23	-2.18	8.64**	26528	60.56	17.86
Others	17874	61.91	17.21	6878	63.88	16.73	-1.97	8.15**	24752	62.45	17.10
Total	65269	59.72	17.77	19053	62.33	17.21	-2.61	14.79**	84322	60.31	17.68

Table 3.13 : Gender wise and Category wise Achievement in Language

Category	Boys			Girls			Mean Diff	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	8431	59.96	17.44	7709	59.68	17.56	0.28	1.13	16140	59.83	17.50
ST	8640	56.95	17.91	8262	57.52	17.95	-0.57	2.25*	16902	57.22	17.93
OBC	13449	60.62	17.78	13079	60.50	17.94	0.12	0.48	26528	60.56	17.86
Others	11899	62.51	17.02	12853	62.40	17.18	0.11	0.45	24752	62.45	17.10
Total	42419	60.27	17.63	41903	60.35	17.72	-0.08	0.37	84322	60.31	17.68

Table 3.14 : Gender, Area and Category wise t- values

t-Value	Boys	Girls	Total	Rural	Urban	Total
SC vs ST	12.04**	7.02**	14.73**	11.05**	3.47**	14.73**
SC vs OBC	2.64**	3.26**	4.12**	4.10**	2.12*	4.12**
SC vs Others	10.49**	11.10**	15.18**	14.65**	7.14**	15.18**
ST vs OBC	14.55**	11.75**	18.67**	19.48**	5.94**	18.67**
ST vs Others	22.59**	19.73**	29.99**	30.29**	10.26**	29.99**
OBC vs Others	7.67**	7.65**	10.80**	10.26**	5.45**	10.80**
* Significant at 0.05 level, ** Significant at 0.01 level						

The area wise and category wise achievement of students is presented in Table 3.12 and Table 3.14. The data reveal that in both rural and urban area, achievement of students of Others category was better than those of OBC category students followed by SC and ST category students and the differences in achievement were significant in all cases across the categories. Within all categories, urban students performed significantly better than rural students.

The gender wise and category wise achievement of students is presented in Table 3.13 and Table 3.14. The data reveal that achievement of students, both boys and girls of Others category was better than achievement of OBC category students followed by SC and ST category students. Further, the difference in achievement were significant in all cases across the categories at 0.01 level. Within ST category, girls performed significant better than boys.

Achievement in Grammar & Usage

Out of 40 questions of Language test, 20 questions were on Grammar & Usage. The achievement of students on Grammar and Usage component of Language is discussed in the ensuing paragraph.

Gender wise and Area wise Achievement

Table 3.15 : Gender wise and Area wise Achievement in Grammar & Usage

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	33054	64.53	18.94	9365	66.60	18.25	11.02**	42419	64.99	18.81
Girls	32215	64.27	19.01	9688	67.90	18.36	19.25**	41903	65.11	18.92
Mean Diff.		0.26			-1.30				-0.12	
Total	65269	64.40	18.97	19053	67.26	18.32	15.19**	84322	65.05	18.86
t		1.37			5.02**				0.89	

* Significant at 0.05 level, ** Significant at 0.01 level

Table 3.15 represents gender wise and area wise achievement of students in Grammar & Usage component of Language. The data reveal that achievement of urban students, both boys and girls, was significantly better than their rural counterparts. In urban area, girls performed significantly better than boys whereas in rural area, there was no significant difference in achievement between boys and girls.

Area, Gender and Category wise Achievement

Table 3.16 : Area wise and Category wise Achievement in Grammar & Usage

Category	Rural			Urban			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	12641	64.19	18.61	3499	66.42	18.25	-2.23	6.02**	16140	64.67	18.56
ST	13792	60.94	19.34	3110	64.47	19.25	-3.53	9.14**	16902	61.59	19.37
OBC	20962	64.93	19.25	5566	66.96	18.23	-2.03	7.54**	26528	65.35	19.05
Others	17874	66.61	18.23	6878	69.18	17.77	-2.57	10.04**	24752	67.32	18.14
Total	65269	64.40	18.97	19053	67.26	18.32	-2.86	15.19**	84322	65.05	18.86

Table 3.17 : Gender wise and Category wise Achievement in Grammar & Usage

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	8431	64.77	18.47	7709	64.57	18.65	0.20	0.76	16140	64.67	18.56
ST	8640	61.30	19.28	8262	61.89	19.46	-0.59	2.15*	16902	61.59	19.37
OBC	13449	65.47	19.04	13079	65.23	19.07	0.24	0.89	26528	65.35	19.05
Others	11899	67.27	18.01	12853	67.37	18.25	-0.10	0.39	24752	67.32	18.14
Total	42419	64.99	18.81	41903	65.11	18.92	-0.12	0.83	84322	65.05	18.86

Table 3.18 : Gender, Area and Category wise t- values

Categories	Boys	Girls	Total	Rural	Urban	Total
SC vs ST	12.99**	8.11**	16.23**	12.10**	4.25**	16.23**
SC vs OBC	2.63**	2.47*	3.60**	3.89**	1.32	3.60**
SC vs Others	9.71**	10.76**	14.48**	13.16**	7.69**	14.48**
ST vs OBC	15.41**	12.29**	19.60**	20.70**	5.99**	19.60**
ST vs Others	22.75**	20.69**	30.72**	30.29**	11.54**	30.72**
OBC vs Others	6.86**	8.10**	10.58**	8.95**	7.13**	10.58**

* Significant at 0.05 level, ** Significant at 0.01 level

Area wise and category wise achievement of students is presented in Table 3.16 and Table 3.18. The data reveal that in both rural and urban area, students of Others category performed better than OBC students followed SC and ST category students. Further, the differences in achievement across the categories were significant at 0.01 level in all cases except between SC vs OBC in urban area. Within each category, urban students performed better than rural students and differences were significant at 0.01 level.

Gender wise and category wise achievement of students is presented in Table 3.17 and Table 3.18. The data reveal that achievement of Others category students (67.51%) was better than achievement of OBC students (65.44%) followed by SC category (64.84%) and ST category (61.72%) students. Further, difference in achievement were significant at 0.01 level across the categories. Within ST category, girls performed significantly better than boys.

Achievement in Comprehension

In Language test out of 40 multiple choice questions, 20 questions were based on comprehension. The achievement of students on Comprehension component of Language is discussed here.

Gender wise and Area wise Achievement

Table 3.19 : Gender wise and Area wise Achievement in Comprehension

Gender	Rural			Urban			t	Total		
	N	Mean %	SD	N	Mean %	SD		N	Mean %	SD
Boys	33054	54.68	20.81	9365	56.36	20.20	8.12**	42419	55.05	20.69
Girls	32215	54.38	20.83	9688	57.42	20.19	14.70**	41903	55.08	20.72
Mean Diff.		0.30			-1.06				-0.03	
Total	65269	54.53	20.82	19053	56.90	20.20	11.46**	84322	55.07	20.71
t		1.44			3.71**				0.12	

* Significant at 0.05 level, ** Significant at 0.01 level

Table 3.19 represents gender wise and area wise achievement of students in Comprehension component of Language. The data reveal that achievement of urban students, both boys and girls, was better than their rural counter parts and the differences were significant at 0.01 level. In urban area only, girls performed significantly better than boys.

Area, Gender and Category wise Achievement

Table 3.20 : Area wise and Category wise Achievement in Comprehension

Category	Rural			Urban			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	12641	54.05	20.79	3499	55.98	20.62	-1.93	4.65**	16140	54.47	20.76
ST	13792	51.77	20.76	3110	54.97	20.29	-3.20	7.74**	16902	52.36	20.71
OBC	20962	54.78	20.99	5566	57.11	20.27	-2.33	7.90**	26528	55.27	20.86
Others	17874	56.70	20.42	6878	58.07	19.81	-1.37	4.78**	24752	57.08	20.26
Total	65269	54.53	20.82	19053	56.90	20.20	-2.37	11.46**	84322	55.07	20.71

Table 3.21 : Gender wise and Category wise Achievement in Comprehension

Category	Boys			Girls			Mean Diff.	t	Total		
	N	Mean %	SD	N	Mean %	SD			N	Mean %	SD
SC	8431	54.63	20.77	7709	54.30	20.75	0.33	1.12	16140	54.47	20.76
ST	8640	52.09	20.72	8262	52.64	20.69	-0.55	1.88	16902	52.36	20.71
OBC	13449	55.26	20.74	13079	55.28	20.99	-0.02	0.07	26528	55.27	20.86
Others	11899	57.25	20.27	12853	56.92	20.26	0.33	1.15	24752	57.08	20.26
Total	42419	55.05	20.69	41903	55.08	20.72	-0.03	0.21	84322	55.07	20.71

Table 3.22 : Gender, Area and Category wise t - values

Category	Boys	Girls	Total	Rural	Urban	Total
SC vs ST	8.66**	4.63**	10.17**	7.76**	2.02*	10.17**
SC vs OBC	2.15*	3.32**	3.84**	3.49**	2.48*	3.84**
SC vs Others	9.05**	9.06**	12.76**	12.88**	5.20**	12.76**
ST vs OBC	10.81**	8.94**	13.99**	14.40**	4.72**	13.99**
ST vs Others	17.83**	14.81**	23.08**	23.97**	6.94**	23.08**
OBC vs Others	6.86**	5.62**	8.79**	9.26**	2.77**	8.79**

* Significant at 0.05 level, ** Significant at 0.01 level

Area wise and category wise achievement of students is presented in Table 3.20 and Table 3.22. The data reveal that in both rural and urban areas, achievement of Others category students was better than OBC students followed by SC and ST category students and the differences in achievement were significant across the categories. Within each category, urban students performed significantly better than rural students.

Table 3.21 and Table 3.22 presents gender wise and category wise achievement of students. The data reveal that achievement of students of Others category was better than OBC students followed by SC and ST category students and the differences in achievement were significant at 0.01 level across all the categories. Within each category, there was no significant difference in achievement between boys and girls.

MEDIAN ANALYSIS

The median of a distribution is the value that cuts the distribution exactly in half, in such cases 50% of cases/children lie above the score (median) and other 50% cases lie below the score. In other way median can be termed as the 50th percentile. The value in the following table indicates the median value, which spells that 50% of students lie below and above the score describe against each state and subject.

Table 3.23 : State wise and subject wise Median value

State	EVS	Mathematics	Language	State	EVS	Mathematics	Language
Andhra Pradesh	45.00	47.5	60.00	Mizoram	47.50	40.00	67.50
Arunachal Pradesh	52.5	45.00	50.00	Nagaland	47.50	45.00	60.00
Assam	42.5	40.00	52.5	Orissa	47.50	42.50	65.00
Chhattisgarh	42.5	37.5	50.00	Punjab	50.00	47.50	60.00
Delhi	47.50	40.00	67.50	Rajasthan	50.00	47.50	60.00
Goa	42.50	35.00	67.50	Sikkim	47.50	37.50	47.50
Gujarat	62.50	57.50	65.00	Tamil Nadu	62.50	50.00	62.50
Haryana	42.5	47.5	60.00	Tripura	57.50	50.00	62.50
Himachal Pradesh	45.00	47.5	65.00	Uttar Pradesh	57.50	52.50	62.50
Jammu & Kashmir	45.00	45.00	50.00	Uttarakhand	42.50	37.50	55.00
Jharkhand	60.00	60.00	67.50	West Bengal	60.00	62.50	70.00
Karnataka	62.5	60.00	67.5	A & N Island	35.00	30.00	47.50
Kerala	47.5	40.00	70.00	Chandigarh	40.00	40.00	62.50
Madhya Pradesh	60.00	45.00	60.00	Daman & Diu	50.00	40.00	57.50
Maharashtra	55.00	45.00	67.50	Dadra & Nagar Haveli	42.50	37.50	47.50
Manipur	55.00	35.00	62.50	Puducherry	47.50	37.50	60.00
Meghalaya	45.00	37.50	55.00	All India	52.5	47.5	62.5

The analysis in Environmental Studies (EVS) revealed that :

- ☉ In Gujarat and Karnataka 50% students scored more than 62.5% marks, however, half of the students in A&N Island scored less than 35% marks
- ☉ Overall, half of the students scored more than 52.5% marks

The analysis in Mathematics revealed that :

- ☉ In West Bengal 50% students scored more than 62.5% mark and even in Jharkhand and Karnataka half of the students scored more than 60%marks
- ☉ In A&N Island 50% students scored less than 30% marks.
- ☉ Overall 50% students scored more than 47.5% marks.

The analysis in Language revealed that :

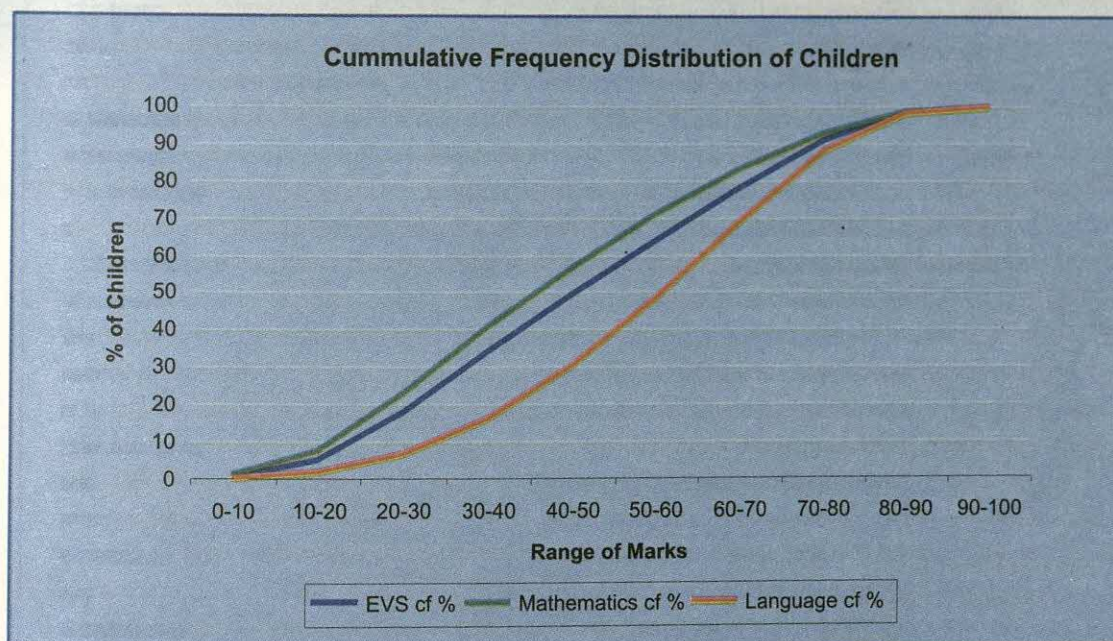
- ☉ In West Bengal and Kerala, 50% students scored more than 70% marks, however, in Sikkim, Dadra & Nagar Haveli 50% students scored below 47.5% marks.
- ☉ Overall, half of the students scored more than 62.5% marks.

DISTRIBUTION OF STUDENTS ON THE BASIS OF ACHIEVEMENT LEVEL

Table 3.24 shows distribution of students on the basis of their Achievement level in EVS, Mathematics and Languages.

Table 3.24 : Distribution of Students on the Basis of Achievement level in EVS, Mathematics and Language

Achievement Level (Percentage)	EVS		Mathematics		Language	
	freq. %	cf %	freq. %	cf %	freq. %	cf %
0-10	0.68	0.68	1.53	1.53	0.31	0.31
10-20	4.75	5.43	6.27	7.80	1.55	1.86
20-30	12.71	18.14	15.72	23.52	4.92	6.78
30-40	16.05	34.19	17.80	41.32	9.37	16.15
40-50	15.33	49.52	15.74	57.06	14.52	30.67
50-60	14.73	64.26	14.16	71.22	18.07	48.75
60-70	14.26	78.51	12.43	83.66	20.64	69.39
70-80	12.61	91.12	9.68	93.34	18.75	88.13
80-90	7.64	98.77	5.44	98.78	10.18	98.31
90-100	1.23	100.00	1.22	100.00	1.69	100.00

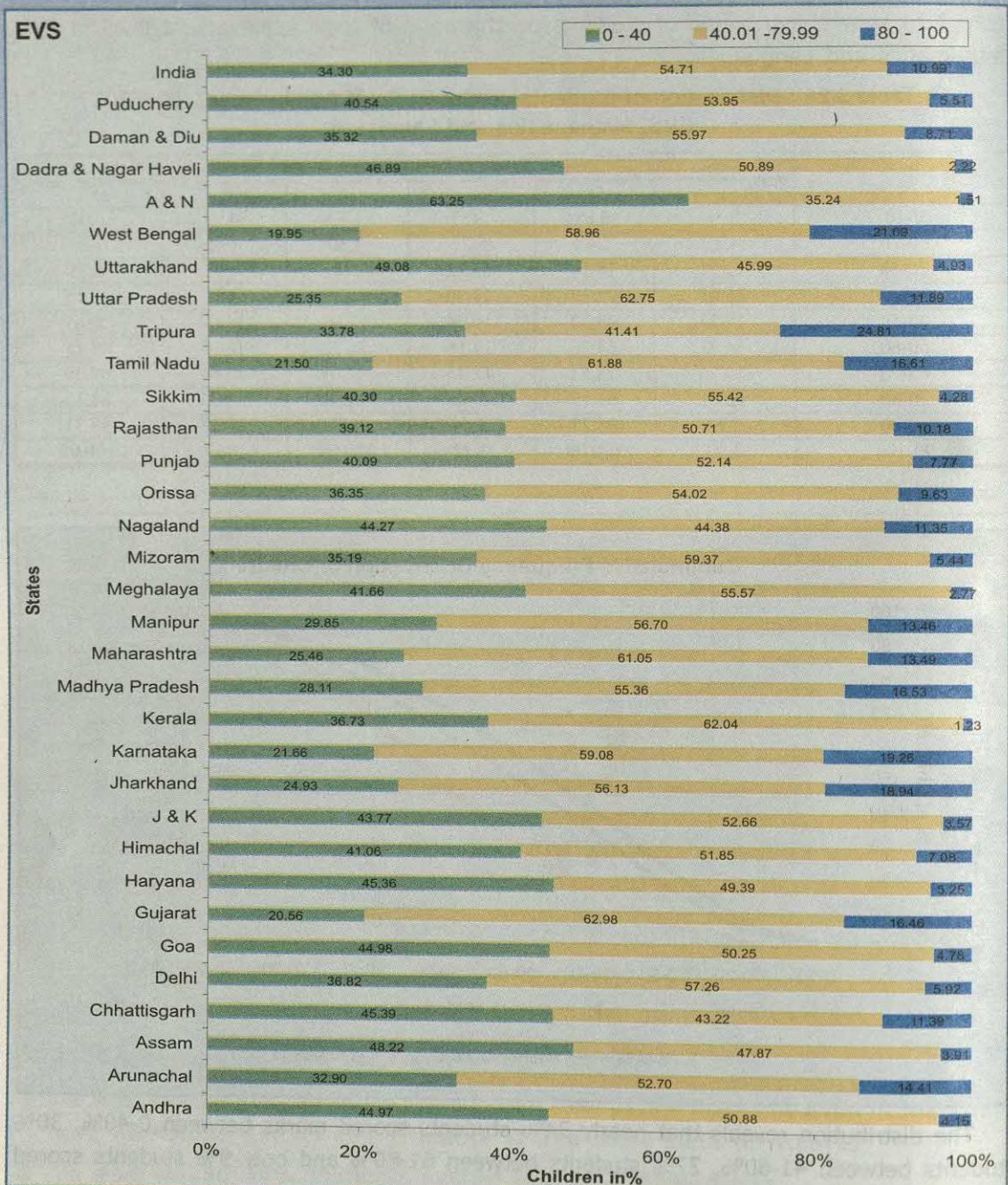


The distribution reveals that nearly 34% students scored marks between 0-40%, 30% students between 41-60%, 27% students between 61-80% and only 9% students scored above 80% marks in EVS.

It is observed from distribution that in Mathematics about 41% students obtained marks between 0-40%, 30% students between 41-60%, 22% between 60-80% and only 7% students obtained above 80% marks.

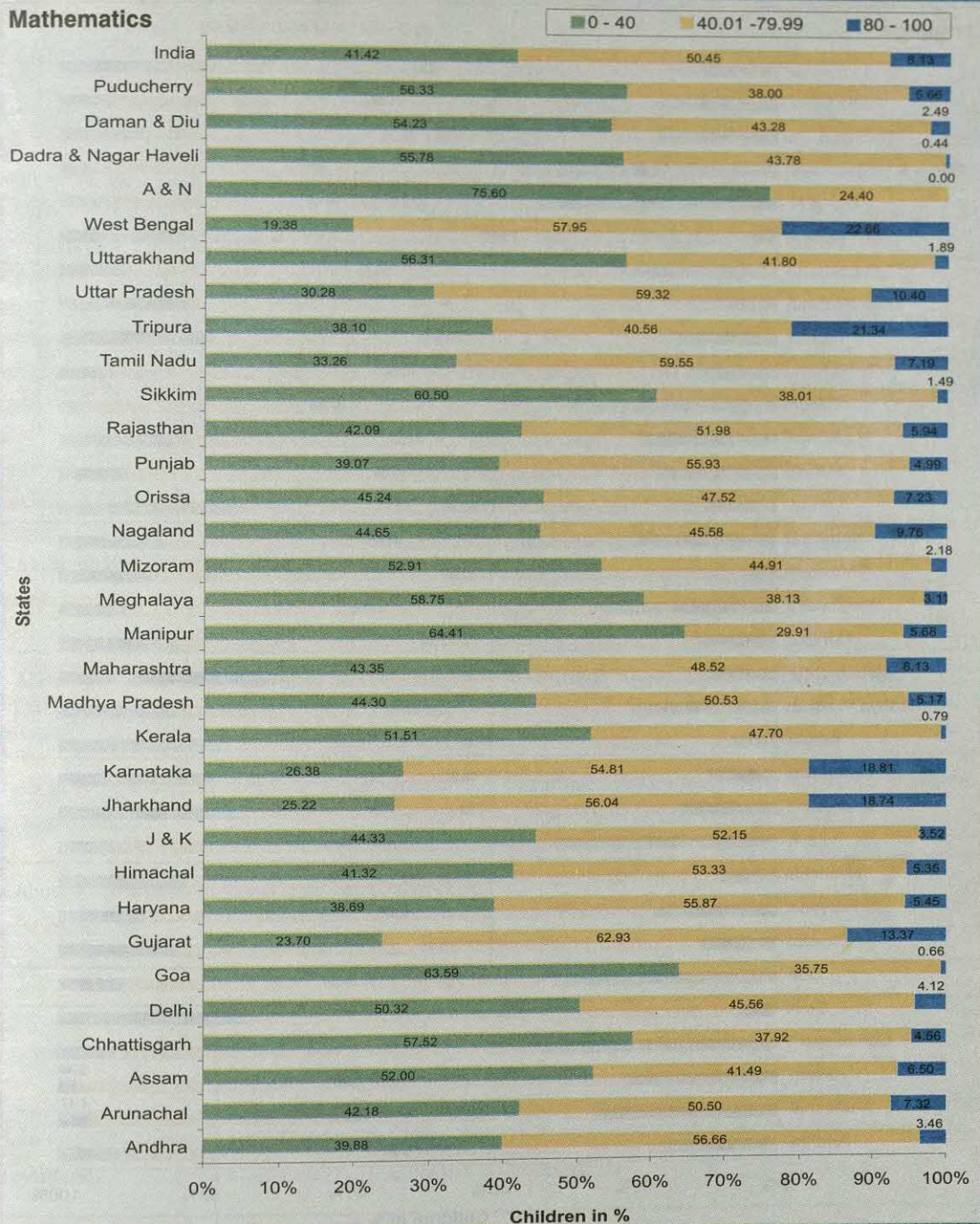
Achievement in Languages show that about 16% students obtained marks between 0-40%, 32% students between 40-60%, 40% students between 61-80% and only 12% students obtained above 80% marks.

RANGE WISE DISTRIBUTION OF STUDENTS SCORE ACROSS STATES/UTs



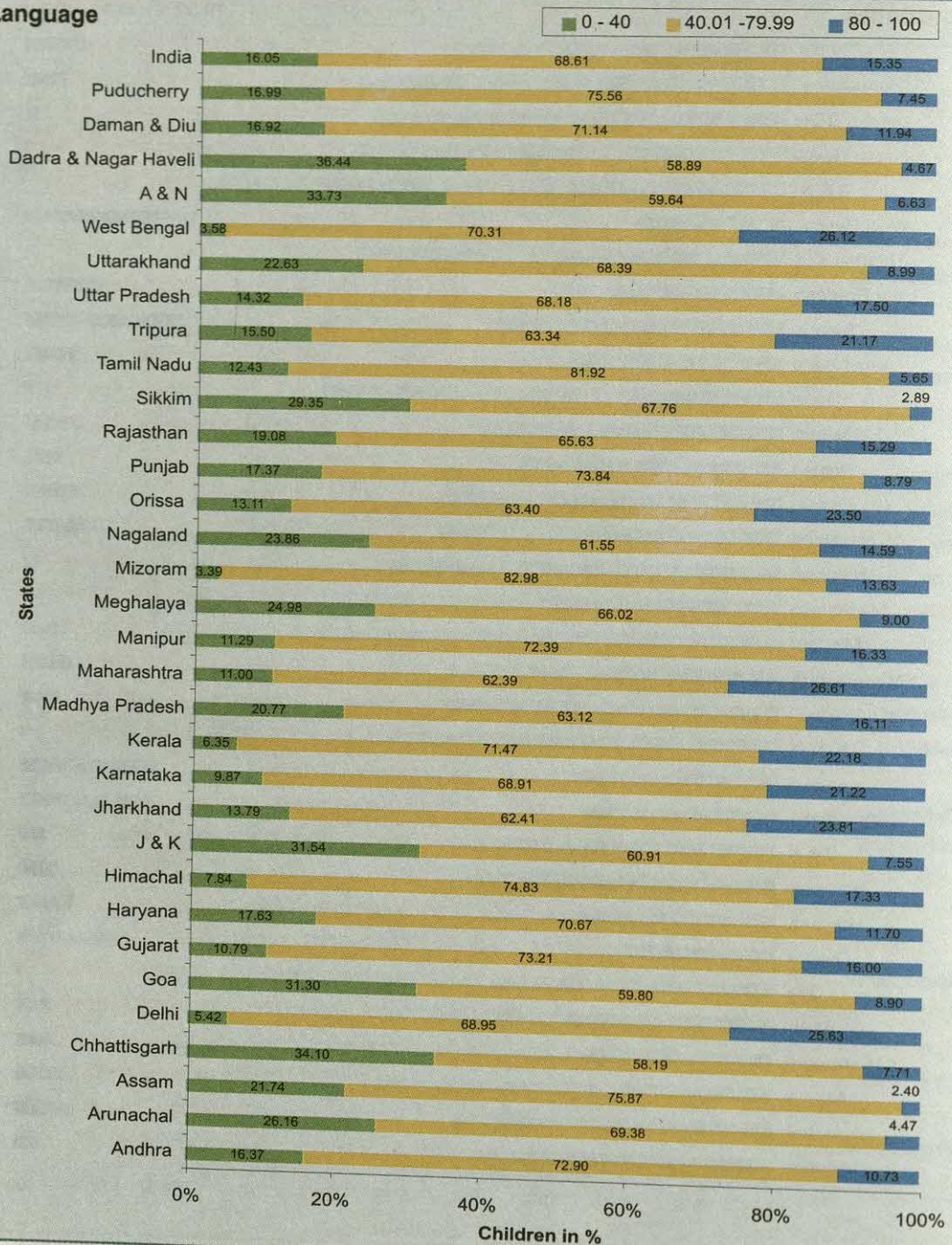
- Overall, 34% students scored less than 40% marks and 11% students scored more than 80% marks
- In 10 states/UTs, less than 5% students scored more than 80% marks
- In 14 states/UTs more than 40% students scored less than 40% marks
- In Kerala, only 1.23% students scored more than 80% marks

Mathematics



- Overall, 16% students scored less than 40% marks and 15% students scored more than 80% marks
- In 4 states/UTs, less than 5% students scored more than 80% marks
- In 5 states/UTs more than 30% students scored less than 40% marks
- In Assam, nearly 2% students scored more than 80% marks

Language



- Overall, 41% students scored less than 40% marks and 8% students scored more than 80% marks
- In A&N Island, none of the students scored more than 80% marks
- In Goa, Kerala and Dadra & Nagar Haveli, less than 1% students scored more than 80% marks
- In 14 states, more than 50% students scored less than 40% marks

VARIATION IN ACHIEVEMENT

- Variation among states in learning achievement was found to be from -12% (Chhattisgarh) to +11% (West Bengal & Karnataka) from the national average (53.65%)
- Extreme variation in learning achievement among districts within the states was found in MP (31% Dhar to 70% Sehore), Chhattisgarh (21% Rajnandgaon to 59% Koriya), Jharkhand (35% Giridih to 71% Bokaro), Tamil Nadu (40% Dindigul to 67% Coimbatore), Karnataka (47% Bellary to 73% Chitradurga)
- Minimum variation among districts was found in Kerala (49% Kozhikkod to 56% Kottayam), Haryana (45% Bhiwani to 54% Panipat), Andhra Pradesh (43% Nizamabad to 55% Guntur), Punjab (48% Moga to 62% Nawanshahr) and West Bengal (54% Malda to 68% Murshidabad)

QUALITY IN ACHIEVEMENT

About 40-50% children scored less than 40% marks (all three subjects)	Chhattisgarh, Assam, Meghalaya, Nagaland, Uttarakhand, J&K, Haryana, Himachal Pradesh, Punjab, Sikkim
About 40-50% children scored more than 60% marks (all three subjects)	West Bengal, Karnataka, Gujarat, Jharkhand and Tamil Nadu
About 40-50% children scored less than 40% marks (Mathematics)	Chhattisgarh, Assam, Meghalaya, Mizoram, Uttarakhand, Manipur, Kerala, Delhi, Goa and Sikkim
About 40-50% children scored more than 60% marks (Mathematics)	West Bengal, Karnataka, Gujarat and Jharkhand

Range of Marks	State and District
Less than 40% Marks (combined)	Total Districts (9) Chhattisgarh (1), Rajasthan (2), Uttarakhand (2), Madhya Pradesh (1), Meghalaya (1), Uttar Pradesh (1) Jharkhand (1)
More than 60% Marks (combined)	Total Districts (47) West Bengal (9), Gujarat (7), Karnataka (6) Jharkhand (5), Maharashtra (4), Tamil Nadu (3), Madhya Pradesh (2), Manipur (2), Orissa (2), Punjab (1), Tripura (1), Uttar Pradesh (1)

- Remaining 210 sampled districts across the states have achievement between 40 to 60%

A COMPARISON BETWEEN BASELINE AND MID TERM ACHIEVEMENT

This section compares the achievement of students in Baseline Achievement Survey (BAS) conducted during 2002 with that of the Mid term Achievement Survey (MAS) conducted in the year 2006 in EVS, Mathematics and Language. The comparison has been made state wise, gender wise, area wise and category wise separately. It may be noted that during BAS, the OBC category was merged with Others category, however during MAS, the achievement of OBC students was analysed separately.

STATE COMPARISON

Table 3.25 : Comparison in EVS from BAS to MAS

State	BAS Mean %	MAS Mean %	Difference in Mean (MAS- BAS)	State	BAS Mean %	MAS Mean %	Difference in Mean (MAS- BAS)
Andhra Pradesh	44.58	46.01	1.43	Mizoram	49.93	49.49	-0.44
Arunachal Pradesh	60.4	53.97	-6.43	Nagaland	50.05	48.81	-1.24
Assam	42.9	45.21	2.31	Orissa	56.03	50.29	-5.74
Chhattisgarh	43.15	46.44	3.29	Punjab	50.18	49.69	-0.49
Delhi	49.96	49.51	-0.45	Rajasthan	50.77	50.19	-0.58
Goa	35.6	46.25	10.65	Sikkim	48.16	48.39	0.23
Gujarat	52.38	59.56	7.18	Tamil Nadu	66.01	59.36	-6.65
Haryana	53.21	46.6	-6.61	Tripura	54.5	56.23	1.73
Himachal Pradesh	34.93	48.51	13.58	Uttar Pradesh	41.45	56.19	14.74
Jammu & Kashmir	39.14	46.06	6.92	Uttarakhand	43.27	45.38	2.11
Jharkhand*	-	58.41	-	West Bengal	58.65	59.92	1.27
Karnataka	51.46	60.34	8.88	A&N Island	44.8	39.69	-5.11
Kerala	41.36	46.83	5.47	Chandigarh	41.81	44.1	2.29
Madhya Pradesh	54.09	56.62	2.53	Daman & Diu*	-	51.12	-
Maharashtra	52.82	55.93	3.11	Dadra & Nagar Haveli*	-	45.29	-
Manipur	73.6	55.1	-18.5	Puducherry	51.06	48.23	-2.83
Meghalaya*	-	46.49	-	All India Average	50.3	52.19	1.89

*BAS was not conducted in these states/UTs

- National average increase by 1.9% from BAS to MAS
- 18 states/UTs showed positive trend and 11 state/UTs showed negative trend
- Uttar Pradesh and Himachal Pradesh showed appreciable improvement of more than 13.5%
- Manipur, Tamil Nadu and Haryana showed a decline of more than 6%

Table 3.26 : Comparison In Mathematics from BAS to MAS

State	BAS Mean %	MAS Mean %	Difference in Mean (MAS- BAS)	State	BAS Mean %	MAS Mean %	Difference in Mean (MAS- BAS)
Andhra Pradesh	43.53	47.44	3.91	Mizoram	41.07	42.88	1.81
Arunachal Pradesh	53.47	48.44	-5.03	Nagaland	45.71	47.35	1.64
Assam	40.03	44.64	4.61	Orissa	40.95	46.84	5.89
Chhattisgarh	38.36	39.18	0.82	Punjab	49.62	48.43	-1.19
Delhi	48.2	45.33	-2.87	Rajasthan	49.37	47.56	-1.81
Goa	30.48	38.99	8.51	Sikkim	40.66	40.42	-0.24
Gujarat	48.36	56.98	8.62	Tamil Nadu	58.37	50.49	-7.88
Haryana	53.33	48.49	-4.84	Tripura	52.71	52.84	0.13
Himachal Pradesh	34.41	47.61	13.2	Uttar Pradesh	37.81	52.39	14.58
Jammu & Kashmir	36.3	45.53	9.23	Uttarakhand	38.83	40.9	2.07
Jharkhand*	-	57.4	-	West Bengal	60.11	61.02	0.91
Karnataka	46.03	57.48	11.45	A&N Island	40.69	33.37	-7.32
Kerala	35.09	42.33	7.24	Chandigarh	44.98	42.2	-2.78
Madhya Pradesh	49.03	46.52	-2.51	Daman & Diu*	-	42.60	-
Maharashtra	44.32	48.28	3.96	Dadra & Nagar Haveli*	-	40.84	-
Manipur	74.46	41.12	-33.34	Puducherry	36.59	43.02	6.43
Meghalaya*	-	40.98	-	All India Average	46.51	48.46	1.95
<i>*BAS was not conducted in these states/UTs</i>							

- Achievement of children in Mathematics increased by about 2% from BAS to MAS
- Out of 29 states, 18 states showed positive trend
- Maximum improvement was in Uttar Pradesh

Table 3.27 : Comparison in Language from BAS to MAS

State	BAS Mean %	MAS Mean %	Difference in Mean (MAS- BAS)	State	BAS Mean %	MAS Mean %	Difference in Mean (MAS- BAS)
Andhra Pradesh	54.83	58.61	3.78	Mizoram	66.91	66.68	-0.23
Arunachal Pradesh	61.33	52.11	-9.22	Nagaland	59.55	57.82	-1.73
Assam	49.16	51.9	2.74	Orissa	60.73	63.77	3.04
Chhattisgarh	49.69	50.3	0.61	Punjab	58.04	57.75	-0.29
Delhi	63.15	67.32	4.17	Rajasthan	60.65	59.72	-0.93
Goa	44.68	52.47	7.79	Sikkim	50.26	49.7	-0.56
Gujarat	56.18	63.3	7.12	Tamil Nadu	71.09	59.79	-11.3
Haryana	60.45	58.26	-2.19	Tripura	63.79	61.77	-2.02
Himachal Pradesh	49.99	63.88	13.89	Uttar Pradesh	50.2	61.77	11.57
Jammu & Kashmir	47.59	51.72	4.13	Uttarakhand	56.35	55.3	-1.05
Jharkhand*	-	63.82	-	West Bengal	70.67	69.27	-1.4
Karnataka	58.63	64.56	5.93	A&N Island	54.49	50.57	-3.92
Kerala	54.99	67.34	12.35	Chandigarh	55.99	61.09	5.1
Madhya Pradesh	58.25	58.82	0.57	Daman & Diu*	-	58.09	-
Maharashtra	62.12	65.64	3.52	Dadra & Nagar Haveli*	-	49.35	-
Manipur	73.39	62.09	-11.3	Puducherry	59.23	57.78	-1.45
Meghalaya*	-	54.9	-	All India Average	58.87	60.31	1.44
* BAS was not conducted in these states/UTs							

- Achievement of children in Language increased by 1.44% from BAS to MAS
- 15 states have shown positive trend
- Maximum improvement was shown in Himachal Pradesh
- More than 10% decline in achievement was observed in Manipur and Tamil Nadu

NATIONAL COMPARISON

Comparison in Environmental Studies (EVS)

The overall improvement in achievement of students in EVS was 1.89% from BAS to MAS and was significant at 0.01 level. The gender wise, area wise and category wise comparison in achievement is discussed further.

Gender wise Comparison in EVS

Table 3.28 represents gender wise comparison of achievement of students in EVS from BAS to MAS. The data reveal that there was improvement in achievement of both boys and girls. Further, the differences in achievement were significant at 0.01 level.

Table 3.28 : Gender wise Comparison of Achievement in EVS

Gender	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Boys	45136	50.59	22.27	42419	52.15	20.02	1.56	11.03**
Girls	43135	49.99	22.43	41903	52.23	20.18	2.24	15.84**
Total	88271	50.30	22.35	84322	52.19	20.10	1.89	18.90**

Area wise Comparison in EVS

Table 3.29 represent area wise comparison of achievement of students. The data reveal that in rural area, there was significant improvement of 2.45% whereas in urban area it was only 0.55%.

Table 3.29 : Area wise Comparison of Achievement in EVS

Area	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Rural	61622	49.80	20.69	65269	52.25	20.22	2.45	17.33**
Urban	26649	51.44	20.57	19053	51.99	19.68	0.55	2.75**
Total	88271	50.30	20.67	84322	52.19	20.10	1.89	18.90

Category wise Comparison in EVS

Table 3.30 represents category wise comparison of achievement of students. The data reveal that in each category, there was significant improvement during MAS from BAS.

Table 3.30 : Category wise comparison of Achievement in EVS

Category	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
SC	18146	48.53	20.88	16140	51.64	20.30	3.11	13.91**
ST	11424	49.52	19.85	16902	50.79	20.32	1.27	5.68**
OBC	-	-	-	26528	52.76	20.28	-	-
Others	58701	50.99	20.72	24752	52.89	19.57	1.90	10.97**
Total	88271	50.30	22.35	84322	52.19	20.10	1.89	18.90**

Comparison in Mathematics

The overall improvement in achievement of students in Mathematics was 1.95% and was significant at 0.01 level. The gender wise, area wise and category wise comparison in achievement is discussed further.

Gender wise Comparison in Mathematics

Table 3.31 represents gender wise comparison of achievement of students in Mathematics. The data reveal that there was improvement in achievement of both boys and girls from BAS to MAS. Further, the difference in achievement of both boys and girls were significant at 0.01 level.

Table 3.31 : Gender wise Comparison of Achievement in Mathematics

Gender	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Boys	45136	46.90	21.24	42419	48.54	20.01	1.64	11.60**
Girls	43135	46.09	21.35	41903	48.37	20.11	2.28	16.12**
Total	88271	46.51	21.30	84322	48.46	20.06	1.95	19.50**

Area wise Comparison in Mathematics

Table 3.32 represents area wise comparison of achievement of students in Mathematics. The data reveal that in rural area, there was improvement of 2.48%, which was significant at 0.01 level. In urban area, there was slight improvement of 0.56%, which was also significant.

Table 3.32 : Area wise Comparison of Achievement in Mathematics

Area	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Rural	61622	46.15	21.17	65269	48.63	20.18	2.48	17.54**
Urban	26649	47.32	21.57	19053	47.88	19.62	0.56	2.80**
Total	88271	46.51	21.30	84322	48.46	20.06	1.95	19.50**

Category wise Comparison in Mathematics

Table 3.33 represents category wise comparison of achievement of students in Mathematics. The data reveal that there was improvement from BAS to MAS in each category and maximum improvement was 3.05% in SC category. Further, the differences in achievement in each category were significant at 0.01 level.

Table 3.33 : Category wise Comparison of Achievement in Mathematics

Category	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
SC	18146	44.97	21.50	16140	48.02	19.92	3.05	13.64**
ST	11424	44.12	19.75	16902	45.79	19.80	1.67	7.47**
OBC	-	-	-	26528	49.10	20.14	-	-
Others	58701	47.45	21.46	24752	49.88	20.05	2.43	14.03**
Total	88271	46.51	21.30	84322	48.46	20.06	1.95	19.50**

Comparison in Language

The overall improvement in achievement of students in Language was 1.98% from BAS to MAS. The gender wise, area wise and category wise comparison in achievements is discussed further.

Gender wise Comparison in Language

Table 3.34 represents gender wise comparison of achievement of students in Language. The data reveal that there was improvement in achievement of both boys and girls from BAS to MAS. Further, the differences in achievement of both boys and girls were significant at 0.01 level.

Table 3.34 : Gender wise Comparison of Achievement in Language

Gender	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Boys	45136	58.94	18.19	42419	60.27	17.63	1.33	9.41**
Girls	43135	58.79	18.41	41903	60.35	17.72	1.56	11.03**
Total	88271	58.87	18.30	84322	60.31	17.68	1.44	10.56**

Area wise Comparison in Language

Table 3.35 represents area wise comparison of achievement of students in Language. The data reveal that there was improvement of both rural and urban students from BAS to MAS. Further, the differences in achievement were significant at 0.01 level.

Table 3.35 : Area wise Comparison of Achievement in Language

Area	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Rural	61622	57.67	18.09	65269	59.72	17.77	2.05	20.50**
Urban	26649	61.63	18.47	19053	62.33	17.21	0.70	4.04**
Total	88271	58.87	18.30	84322	60.31	17.68	1.44	10.56**

Category wise Comparison in Language

Table 3.36 represents category wise comparison of achievement of students in Language. The data reveal that in each category, except in ST category, there was improvement in achievement at students from BAS to MAS. In ST category, there was slight decline of 0.97% in achievement from BAS to MAS. Further, the differences in achievement were significant at 0.01 level.

Table 3.36 : Category wise comparison of Achievement in Language

Category	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
SC	18146	57.10	18.75	16140	59.83	17.50	2.73	13.65**
ST	11424	58.19	17.07	16902	57.22	17.93	-0.97	4.34**
OBC	-	-	-	26528	60.56	17.86	-	-
Others	58701	59.54	18.34	24752	62.45	17.10	2.91	20.58**
Total	88271	58.87	18.30	84322	60.31	17.68	1.44	10.56**

Comparison of Achievement in Grammar & Usage

The overall improvement in achievement of students in Grammar & Usage component of Language was 2.88%. Which was significant at 0.01 level. The gender wise, area wise and category wise comparison in achievements is discussed further.

Gender wise comparison in Grammar & Usage

Table 3.37 represents gender wise comparison of achievement of students. The data reveal that there was significant improvement at 0.01 level in the achievement of both boys and girls from BAS to MAS.

Table 3.37 : Gender wise Comparison of Achievement in Grammar & Usage

Gender	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Boys	45136	62.44	18.99	42419	64.99	18.81	2.55	18.03**
Girls	43135	62.22	19.28	41903	65.11	18.92	2.89	20.44**
Total	88271	62.33	19.13	84322	65.05	18.86	2.72	19.27**

Area wise Comparison in Grammar & Usage

Table 3.38 represents area wise comparison of achievement of students. The data reveal that in both rural and urban area, there was significant improvement at 0.01 level in the achievement of students from BAS to MAS.

Table 3.38 : Area wise Comparison of Achievement in Grammar & Usage

Area	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Rural	61622	61.10	19.06	65269	64.40	18.97	3.30	23.34**
Urban	26649	65.17	18.99	19053	67.26	18.32	2.09	12.07**
Total	88271	62.33	19.13	84322	65.05	18.86	2.72	18.58**

Category wise Comparison Achievement in Grammar & Usage

Table 3.39 represents category wise comparison of achievement of students. The data reveal that in SC and Others categories, the improvement in achievement was 3.89% and 4.32% respectively from BAS to MAS and the differences in achievement were significant at 0.01 level. In ST category, there was slight improvement in achievement.

Table 3.39 : Category wise Comparison of Achievement in Grammar & Usage

Category	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
SC	18146	60.78	19.61	16140	64.67	18.56	3.89	19.45**
ST	11424	61.37	17.94	16902	61.59	19.37	0.22	0.98
OBC	-	-	-	26528	65.35	19.05	-	-
Others	58701	63.00	19.17	24752	67.32	18.14	4.32	30.55**
Total	88271	62.33	19.13	84322	65.05	18.86	2.72	18.58**

Comparison of Achievement in Comprehension

The overall improvement in achievement of students in comprehension component of Language was 1.98% which was significant at 0.01 level. The gender wise, area wise and category wise comparison in achievements is discussed further.

Gender wise Comparison in Comprehension

Table 3.40 represents gender wise comparison of achievement of students. The data reveal that there was significant improvement at 0.01 level of both boys and girls from BAS to MAS.

Table 3.40 : Gender wise Comparison of Achievement in Comprehension

Gender	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Boys	45136	53.10	22.02	42419	55.05	20.69	1.95	13.79**
Girls	43135	53.09	22.06	41903	55.08	20.72	1.99	14.07**
Total	88271	53.09	22.04	84322	55.07	20.71	1.98	14.00**

Area wise Comparison in Comprehension

Table 3.41 represents area wise comparison of achievement of student. The data reveal that in both rural and urban areas, there was significant improvement at 0.01 level in achievement of students. The maximum improvement was 2.58% in rural area, where as in urban area, it was 1.18%.

Table 3.41 : Area wise Comparison of Achievement in Comprehension

Area	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
Rural	61622	51.95	21.75	65269	54.53	20.82	2.58	18.25**
Urban	26649	55.72	22.48	19053	56.90	20.20	1.18	5.90**
Total	88271	53.09	22.04	84322	55.07	20.71	1.98	14.00**

Category wise Comparison in Comprehension

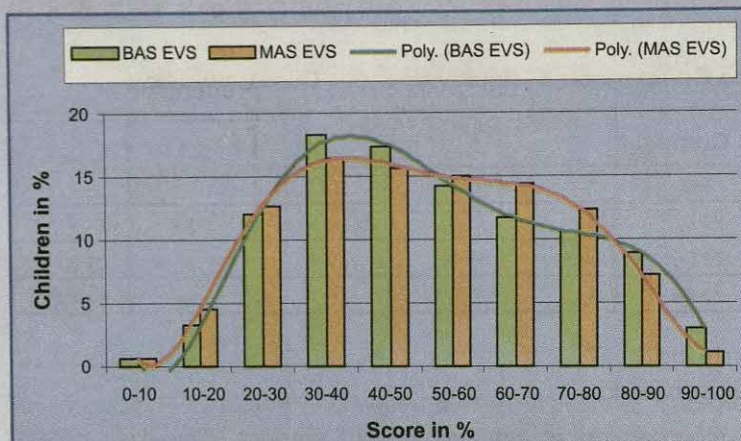
Table 3.42 represents category wise comparison of achievement of students. The data reveal that only in ST category, there was slight decline of 0.53% in achievement of students and it was significant. In SC and Others category, improvement was 3.48% and 3.30% respectively and both were significant at 0.01 level.

Table 3.42 : Category wise Comparison of Achievement in Comprehension

Category	Baseline Achievement Survey (BAS)			Mid Term Achievement Survey (MAS)			Difference (MAS-BAS)	t
	N	Mean %	SD	N	Mean %	SD		
SC	18146	50.99	22.53	16140	54.47	20.76	3.48	14.21**
ST	11424	52.89	20.89	16902	52.36	20.71	-0.53	2.00*
OBC	-	-	-	26528	55.27	20.86	-	-
Others	58701	53.78	22.06	24752	57.08	20.26	3.30	19.05**
Total	88271	53.09	22.04	84322	55.07	20.71	1.98	14.00**

DISTRIBUTION OF ACHIEVEMENT SCORE DURING BAS AND MAS

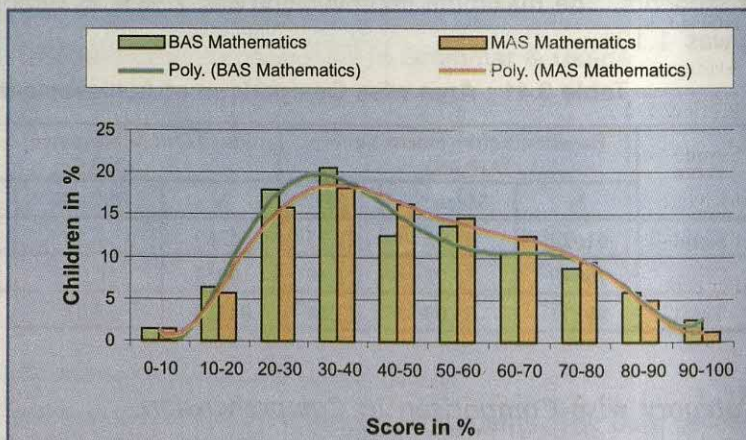
Environmental Studies (EVS)



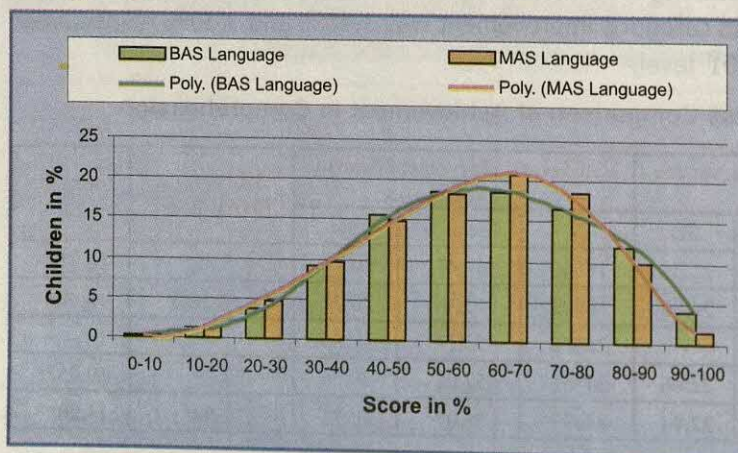
During MAS, more children scored between 50 to 80% marks

Mathematics

During MAS, more children scored between 40 to 80% marks and children scoring less than 40% marks decreased significantly



Language



The negatively skewed polygon showed that more number of children scored more than 60% marks

The number of children scoring more than 80% decreased from BAS to MAS in all three subjects.

PERFORMANCE OF CHILDREN ON DIFFERENT COMPETENCIES

FACILITY VALUE

Facility value is the percentage of students who responded these items correctly. This has been computed for a group of items testing a particular competency or area in a subject.

Table 3.43 : Competency wise Performance in EVS

Area of Competencies	Number of items	Facility value
Social Science	20	53.88
Science	20	53.27

- Children performed similarly both on Science and Social Science competencies.

Table 3.44 : Competency wise Performance in Mathematics

Area of Competencies	Number of items	Facility value
Fundamental Operations	16	55.66
HCF/LCM	2	49.27
Average	2	56.66
Profit & Loss	1	55.42
Simple Interest	1	51.28
Measurement	5	42.00
Fraction & Decimal	7	38.20
Per cent	3	46.38
Geometry	3	47.20

- Fraction & Decimal were found most difficult among students as only 38% students could respond these items correctly

Table 3.45 : Competency wise Performance in Language

Area of Competencies	Number of items	Facility value
Vocabulary	5	68.71
Structure of Sentences	12	61.35
Spelling	3	73.71
Comprehension of Instructions	5	58.92
Comprehension of Timetable	5	63.48
Comprehension of Informative Passage	5	52.58
Comprehension of Story	5	45.27

- Comprehension of story was found relatively difficult as only 45% students could answer questions based on story correctly

CLASSIFICATION OF ITEM

Item analysis was carried out to assess the performance of individual test items because the overall quality of a test depends upon the quality of test items in it. For this facility Value (FV) and Discrimination Index (DI) of each item was calculated. For facility value, items are broadly classified into four categories.

Table 3.46 : Classification of Items According to Facility Value

Types of Item	Range of facility Value	Number of Items in EVS test	Number of Items in Mathematics test	Number of Items in Language test
Very difficult	0 – 25	1	1	0
Difficult	25 – 50	13	19	9
Average	50 – 75	26	19	25
Easy	75 – 100	0	1	6

Table 3.46 shows that Items no. 29 in Mathematics, item no. 1 in EVS and none of the item in Language were very difficult (FV= 0-25%). 6 items i.e., 1,4,6,9,26 & 27 in Language were very essay. Besides, 9 items in Language, 19 items in Mathematics and 13 items in EVS were difficult (FV = 25-50%). Remaining items in all three subjects were of average difficulty level (FV= 50 – 75%). Further, majority of items in Mathematics and EVS test were of average difficulty level.

Table 3.47 : Classification of Items According to Discrimination Index

Types of Item	Range	Number of Items in EVS test	Number of Items in Mathematics test	Number of Items in Language test
High discrimination	0.7 – 1.00	0	0	0
Good discrimination	0.3 – 0.7	38	37	38
Poor discrimination	0 – 0.3	2	3	2
Total		40	40	40

- Table 3.47 gives the range of DI for all items in all three tests. The majority of test items were having good discrimination value i.e., between 0.3 to 0.7.

RELIABILITY

Reliability is the measure of the performance of a test as a whole on the target population. For calculating reliability coefficient both split half and KR-20 methods were used. The values are given below:

Table 3.48 : Reliability Coefficient of Achievement Tests

Subjects	Split half reliability	KR 20 reliability
EVS	0.814	0.875
Mathematics	0.816	0.877
Language	0.746	0.843

- All three tests were found having very high reliability coefficient, thus, measuring learning abilities of children with consistency.



4

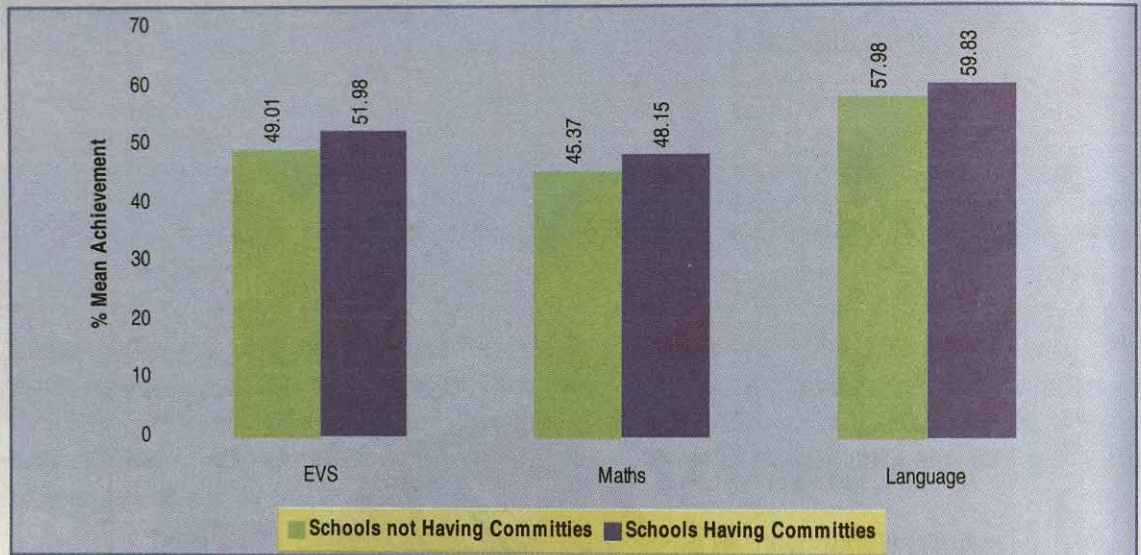
Chapter

Effect of Intervening Variables on Learning Achievement

FACTORS AFFECTING ACHIEVEMENT

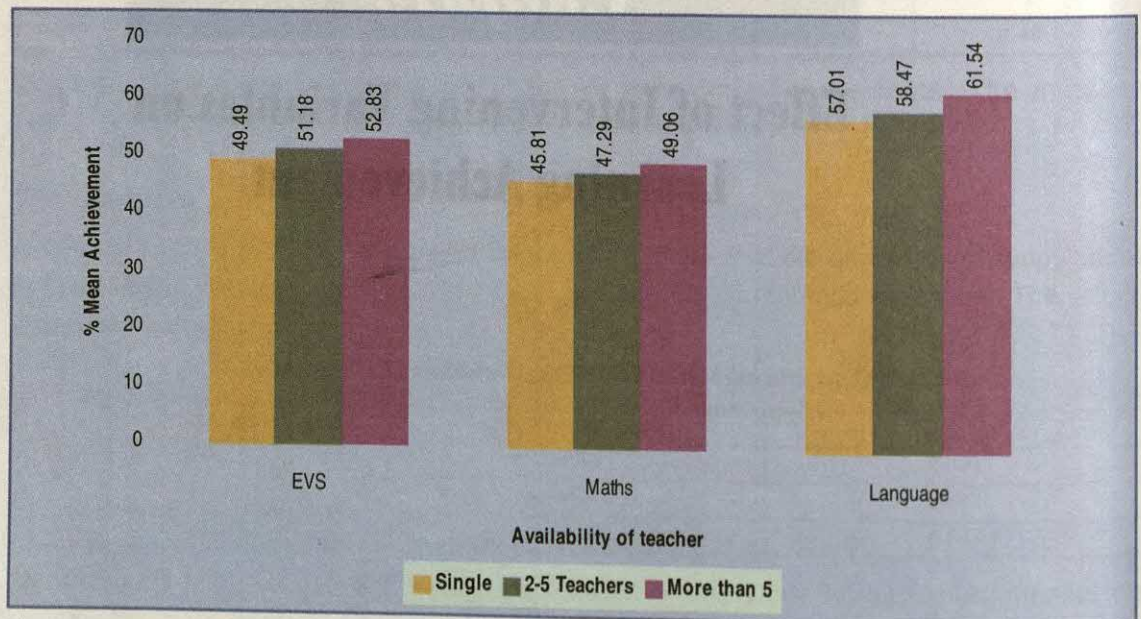
There are number of variables within school and outside school which affect the children's achievement. The impact of some of such intervening variables have been studied in this chapter.

COMMUNITY PARTICIPATION AND ACHIEVEMENT



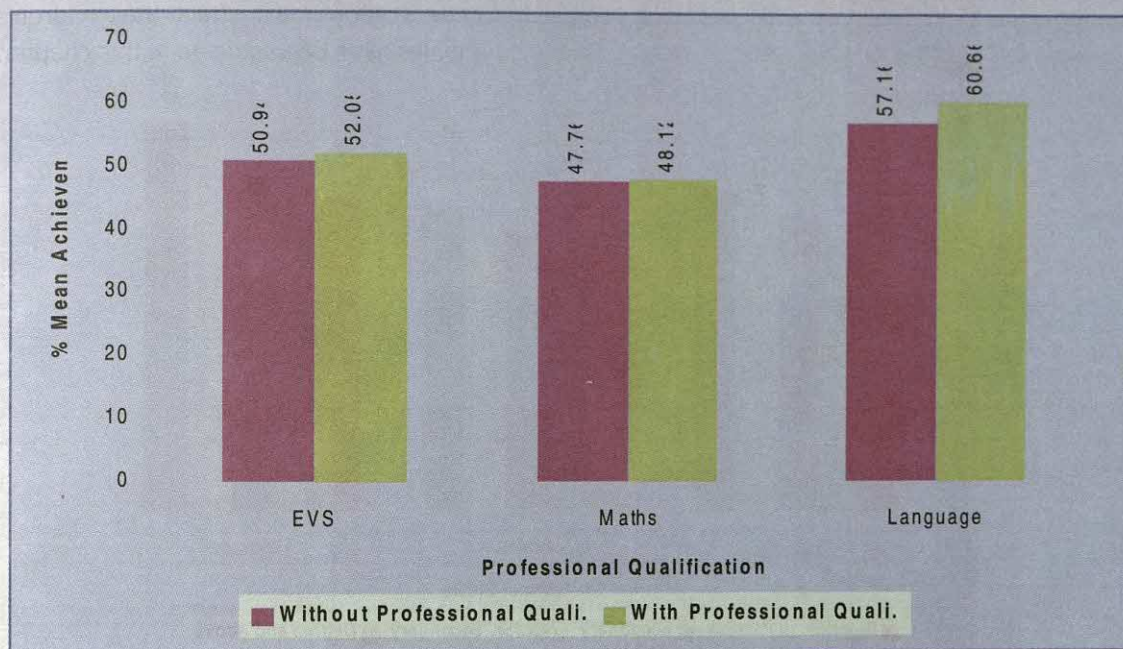
- Mean achievement of schools increased by 2% to 3% where community participated in school activities.

AVAILABILITY OF TEACHERS AND ACHIEVEMENT



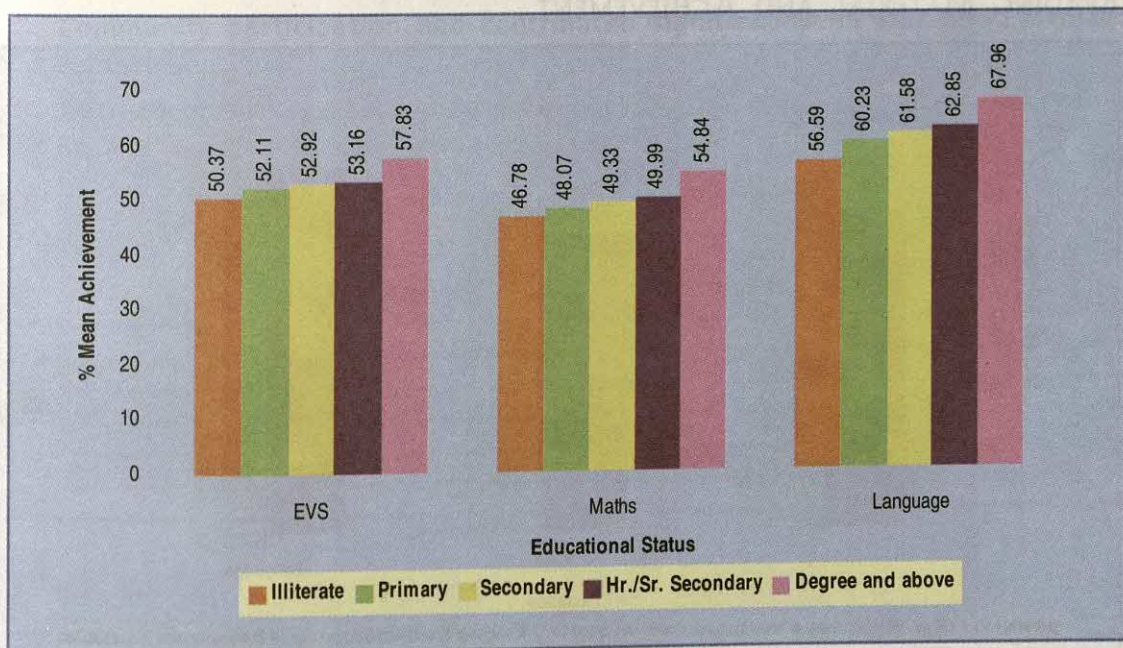
- Single teacher schools scored 4% less than the schools where there were more than five teachers in all three subjects

TEACHER'S PROFESSIONAL QUALIFICATION AND ACHIEVEMENT



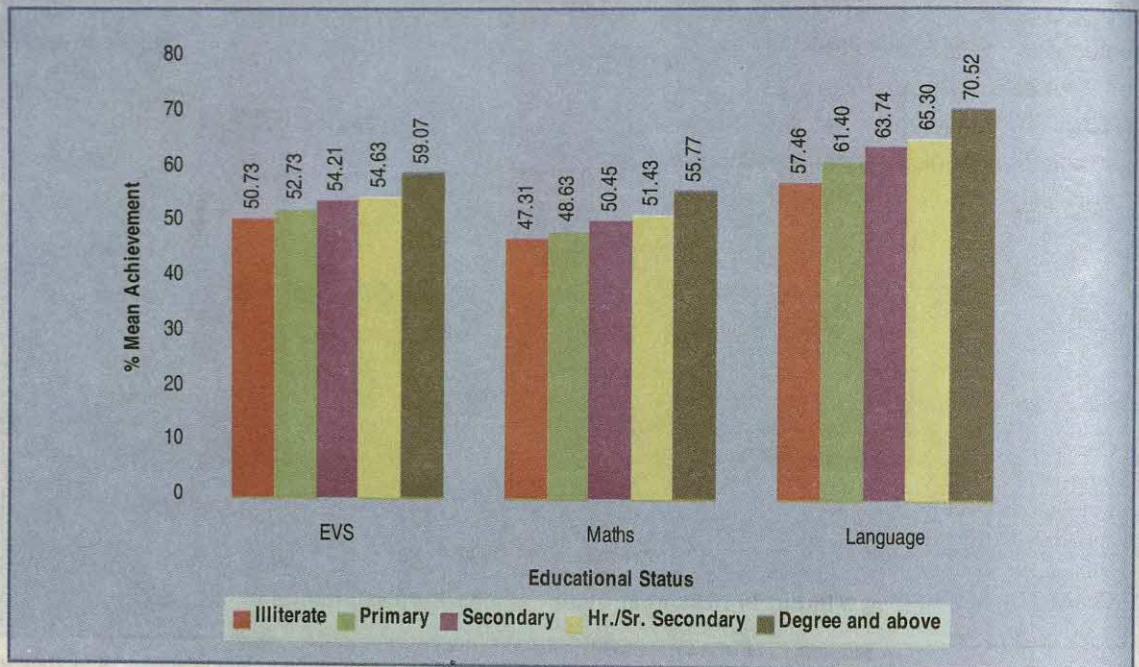
- Achievement of children increased by 1% to 3% when professionally qualified teachers taught them

FATHER'S EDUCATION AND ACHIEVEMENT



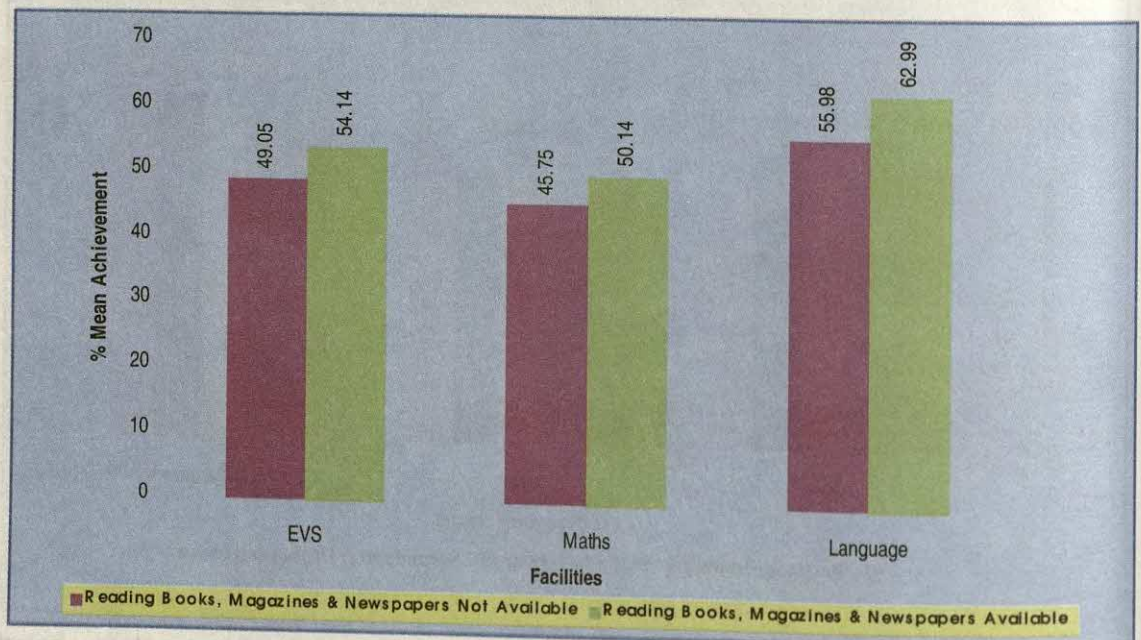
- Achievement of children increased by 7% to 11% as father's education varied from illiterate to degree and above level.

MOTHER'S EDUCATION AND ACHIEVEMENT



- Achievement of children increased by 9% to 13% as mother's education varied from illiterate to degree and above

READING MATERIAL AND ACHIEVEMENT



- Children achievement increased by 5% in EVS to 7% in Language when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

Data collected through school, teacher and pupil questionnaires generated a considerable volume of data. Therefore, a set of composite indices was created to reduce the number of variables without losing its original characteristics through *Principal Component Analysis* (PCA). The cause and effect analysis was employed to examine the effect of multiple independent variables (school, teacher and home related) on achievement of children by using Multiple Regression Analysis (MRA).

SCHOOL VARIABLES

Table 4.1 : School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	43.7	-	41.70	-	49.4	-
Infrastructure Index	0.26	0.08**	0.242	0.07*	0.37	0.17*
Instructional Facility Index	0.23	0.07*	1.277*	0.06*	0.22	0.11*
Auxiliary Facility Index	0.22	0.06*	0.212	0.05*	0.78	0.15*
Human Resource Index	0.54	0.03	1.376*	0.03	0.76	0.07*
Community Participation Index	1.23*	0.05*	0.24	0.03	1.31*	0.08**
Inspection of School	0.73	0.02	0.195	0.02	0.14	0.01
R ²	0.099		0.084		0.196	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 9.9% in EVS, 8.4% in Mathematics and 19.6% in Language achievement
- Community participation had contributed significantly on EVS and Language achievement
- Instructional facilities and more number of teachers in school contributed significantly on Mathematics achievement of children

TEACHER VARIABLES

Table 4.2 : Teacher Characteristics

Teacher related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	51.85	-	48.03	-	60.03	-
Teacher Efficiency Index	0.836	0.02	0.42	0.01	1.191	0.07**
Teacher Professionalism Index	2.443**	0.09**	2.343**	0.09**	2.395**	0.12**
R ²	0.03		0.027		0.16	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain only about 3% in EVS, 2.7% in Mathematics and 16% in Language achievement
- Teacher's professionalism (maintaining teacher's dairy, regular homework, etc.) had contributed significantly to learning achievement of children in all the three subjects

Table 4.3 : Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	43.148	-	40.43	-	51.56	-
Socio-economic Index	1.131*	0.09**	1.96*	0.07*	3.06**	0.15**
Supplementary Helping Index	3.28**	0.20**	3.01**	0.12**	4.61**	0.12**
Student Attendance	0.48	0.07**	0.42	0.09**	0.46	0.09**
Distance from Home to School	-0.71	-0.03*	-0.78	-0.03*	-0.16	-0.04*
R ²	0.14		0.12		0.19	

*Significant at 0.05 level ** significant at 0.01 level

- Student related variables could explain 14% in EVS, 12% in Mathematics and 19% in Language achievement
- Supplementary help from families in academic activities and socio-economic status of family had significant impact on learning achievement of children in all the three subjects
- Distance from home to school adversely affected learning achievement of children in all the three subjects



SCHOOL

- Out of total 6828 sampled schools, 39% were primary schools
- More Pre-schools were attached with urban schools as compared to rural schools
- Percentage of schools having Pre-school was more in primary schools as compared to other schools
- The percentage of female teacher was more in urban schools and percentage of male teachers was more in rural schools
- Average instructional time was 7 periods per day with 40 minutes duration. Schools functioned for 212 days in a year
- Instructional materials like maps, charts and globes were available in 88% to 95% schools, however, Science and Mathematics kits were available in 2/3rd of the schools
- Chalks, dusters and blackboards were available in 98% of schools, however, furniture for students were available in 65% schools as compared to 54% in baseline study in 2002
- TV and Computers were found in 20% and 22% schools respectively. The availability of computers increased by 14% as compared to BAS
- Separate toilet facility for girls and electric connections were found 46% to 48% schools respectively
- Musical instruments were found in 38% schools and the games equipment in 73% schools
- Community participation through VEC, PTA etc. was observed in 93% schools
- The overall pupil teacher ratio was 33:1 which was 31:1 in rural schools and 35:1 in urban schools. This has come down from 39:1 in baseline study
- 27% schools were inspected at least once in year

TEACHER

- Educational qualification of male teachers was better than female teachers
- Percentage of graduate and post graduate teachers in urban schools was higher than rural schools
- About 53% teachers were having diploma/certificate as professional qualification
- Nearly 29% teachers had graduate level professional training
- Professional qualification of female teachers was better than male teachers
- Nearly 60% teachers were having graduation or higher degree
- Nearly 8% sampled teachers were without any professional qualification

- 80% sampled teachers attended in-service teacher training programmes
- Average teaching experience of teachers was 12 years
- About 17% teachers were working as temporary teachers (para teachers/Shiksha Karmi etc.)
- About 80% teachers attended in service training programme during last three years
- Maximum in service training programmes (52%) were organized by block resource centres
- About 85% teachers were giving homework regularly to students
- Out of total sample, 78% teachers were maintaining teacher's diary
- Teaching learning materials were available to 75% teachers
- Nearly 72% teachers had received TLM grant under SSA
- About 60%, 30% and 30% teachers who taught Language, Science and Social Science had studied these subjects up to Senior Secondary and above level

STUDENT

- Language spoken at home and medium of instruction at school was same in case of about 66% children
- Nearly 41% mothers and 21% fathers were illiterate
- Educational status of mother of urban area children was better than that of rural area
- About 4% fathers and 1% mothers were having degree and above qualification
- Overall, fathers educational qualification was better than mothers
- Nearly 67% fathers were either farmers or unskilled labourer
- About 70% mothers were housewives or doing household activities
- About 81% students were studying in schools of situated within 1 km distance
- About 18% students were detained in primary classes
- About 40% students were from BPL card holders families
- In urban area, mothers and in rural area, fathers were providing more academic assistance to their wards
- About 24% students were taking private tuition and the percentage of tuition takers was more in urban area than rural area
- About 95% students reported that their class work was checked by some other students or by themselves
- About 62% students had access to storybooks, magazines and newspapers

LEARNING ACHIEVEMENT

ENVIRONMENTAL STUDIES (EVS)

- Average learning achievement of children was 52.19 with SD 19.99
- Karnataka, with an average of 60.34% was the highest performing state followed by West Bengal (59.92%)
- 13 states scored between 50% to 60%, however, majority of the states (18) scored between 40% to 50%
- Andaman & Nicobar was the only state which scored less than 40% marks
- National average in EVS was 52.19%; an increase of 1.9% from Baseline Achievement Study (BAS) conducted in year 2002
- 11 states/UTs scored more than the national average
- Goa, Himachal and Uttar Pradesh showed an increase of 10-15% from BAS
- In Manipur and Tamil Nadu, there was decline in achievement from BAS to MAS
- There was no significant difference in achievement between boys and girls and this trend remained same for urban and rural children also
- Rural boys scored significantly better than their urban counterparts
- Urban girls scored significantly better than urban boys
- Children from Others and OBC categories scored significantly better than their SC and ST counterparts
- 34% students scored less than 40% marks in EVS, however, 11% students achieved more than 80% marks
- Overall, half of the students scored more than 52.5% marks.

MATHEMATICS

- Average learning achievement of children was 48.46, an increase of 2% from BAS conducted in 2002
- West Bengal with an average of 61% was the highest performing state, followed by Karnataka (57.48%) and Jharkhand (57.4%)
- 6 states scored between 50% to 60%, however, majority of the states (23) scored between 40% to 50%
- Chhattisgarh, Goa and Andaman & Nicobar scored less than 40% marks
- 8 states/UTs scored more than the national average
- Himachal Pradesh, Karnataka and Uttar Pradesh showed an increase of 11% to 15% from BAS
- In Manipur and Tamil Nadu, there was decline in achievement from BAS to MAS
- There was no significant difference between boys and girls in achievement however, rural children scored significantly better than their urban counterparts

- Urban girls scored significantly better than urban boys
- Children from Others and OBC categories scored significantly better than their SC and ST counterparts
- 41.42% students scored less than 40% marks in Mathematics, 8% students achieved more than 80% marks
- Questions testing concepts in Fractions, Decimal and Measurement were found difficult in Mathematics. Only 38% to 40% students answered these questions correctly
- Overall 50% students scored more than 47.55 marks. In Goa, Kerala and Dadra & Nagar Haveli less than 1% students scored more than 80% marks

LANGUAGE

- West Bengal with an average of 69.27% was the highest performing state, followed by Kerala (67.34) and Delhi (67.32%)
- 14 states scored between 60% to 70%, however, majority of the states (17) scored between 50% to 60%
- Sikkim and Dadra & Nagar Haveli scored between 40-50% marks
- National average in Language was 60.31%, an increase of 1.44% from Baseline Achievement Survey (BAS) conducted in year 2002
- 14 states/UTs scored more than the national average
- Himachal Pradesh, Kerala and Uttar Pradesh showed an increase of 12% to 14% from BAS
- Manipur and Tamil Nadu had shown a negative trend from BAS to MAS by about 11%
- There was no significant difference in achievement between boys and girls, however, urban children scored significantly better than rural children
- Urban girls scored significantly better than urban boys
- Children from Others and OBC category scored significantly better than their SC and ST counterparts
- 16% students scored less than 40% marks in Language and 15% students achieved more than 80% marks
- In West Bengal and Kerala, 50% students scored more than 70% marks, however, in Sikkim, Dadra & Nagar Haveli, half of the students scored below 47.5% marks
- Overall, half of the students scored more than 62.5% of marks
- Comprehension was found comparatively difficult as compared to Grammar & Usage component of Language
- In two descriptive question of 10 marks, 23% of children scored zero, at the same time, 11.5% of children scored 10 out of 10.

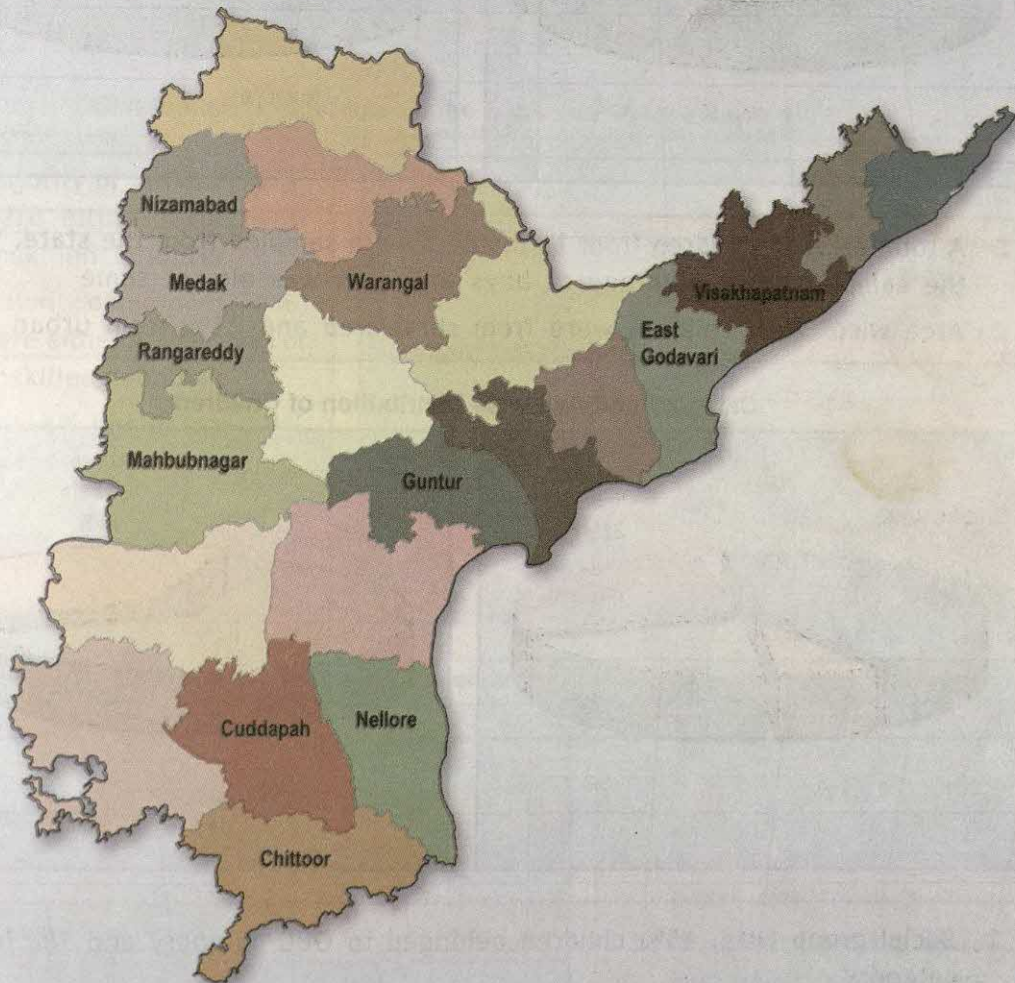
INTERVENING VARIABLES OF LEARNING ACHIEVEMENT

- Children's achievement increased by 7% to 11% across the subjects as fathers educational status increased from illiterate to degree and above, whereas children's achievement increased by 9% to 13% as mothers' educational status increased from illiterate to degree and higher
- Children's achievement in Language increased by 7% when they had access to story books, magazines, newspapers etc. and other supplementary reading materials
- Mean achievement of schools increased by 2% where community participated in school activities
- Children detained in previous classes scored less than 3% to 5% across the subjects
- Children scored more than 3% when the language used at home and school was same
- More number of teachers per school and community participation had positive and significant impact on children's achievement across the subjects
- School related factors like infrastructure, TLM, facilities like TV, computers, more number of teachers, community participation and inspection of schools altogether contributed 10% in EVS, 8.4% in Mathematics and 19.6% in Language

TO SUM UP

- The achievement has enhanced by about 2% in all subjects from BAS to MAS as a result of SSA inputs
- Achievement of SC children improved significantly in all three subjects by 2% (in Language) to 4% (in Mathematics) from BAS to MAS
- Some of the states such as Kerala, Himachal Pradesh, Uttar Pradesh, Karnataka has made significant progress from BAS to MAS
- There was overall enhancement in physical facilities, instructional facilities and ancillary facilities
- There was visible impact of community participation and home and school environment on children's achievement

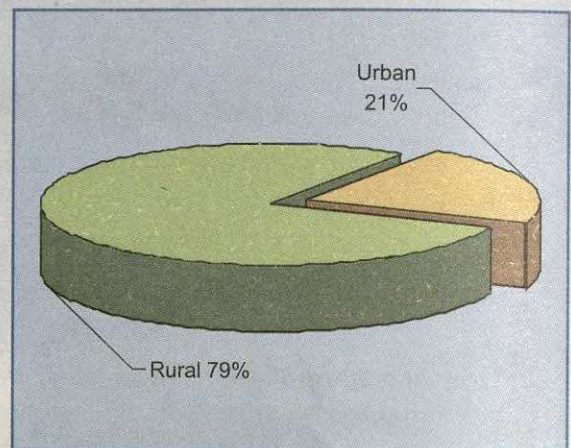
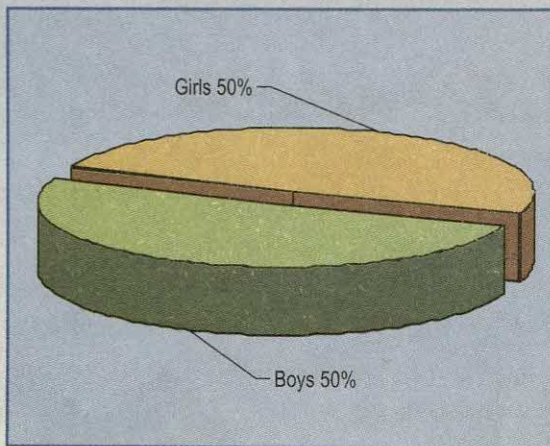
Andhra Pradesh



PROFILES

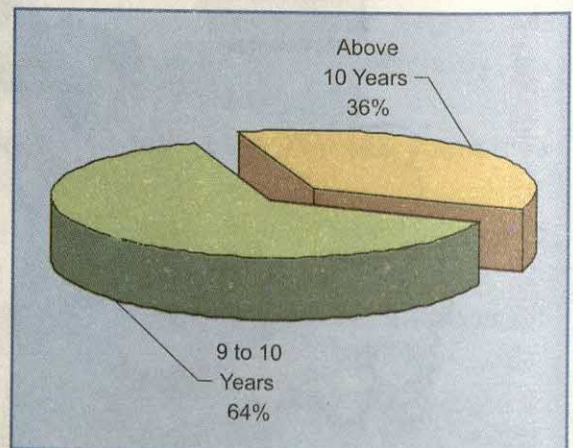
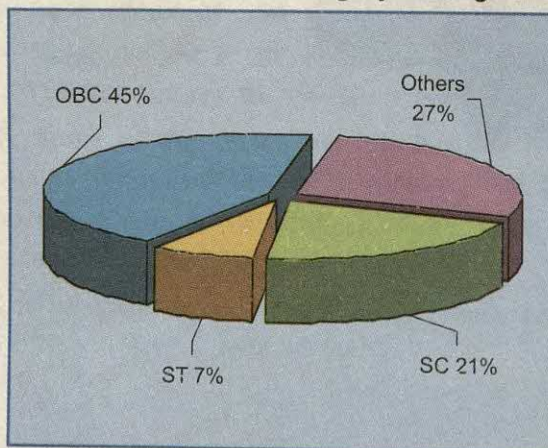
PUPIL

Gender and Area wise Distribution of Children



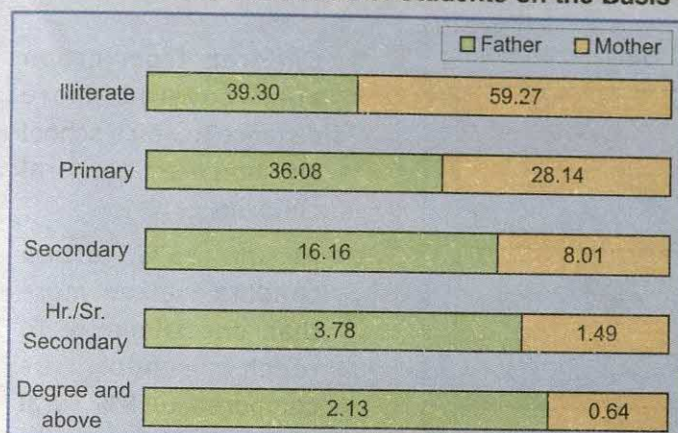
- A total of 3756 children from 11 districts were sampled from the state. Within the sample, the percentage of boys and girls was almost same
- Area wise, 79% children were from rural area and 21% from urban area

Category and Age wise Distribution of Children



- Social group wise, 45% children belonged to OBC category and 7% from ST category
- Age wise, 64% children were of 9 to 10 years age

Distribution of Students on the Basis of Parents' Education

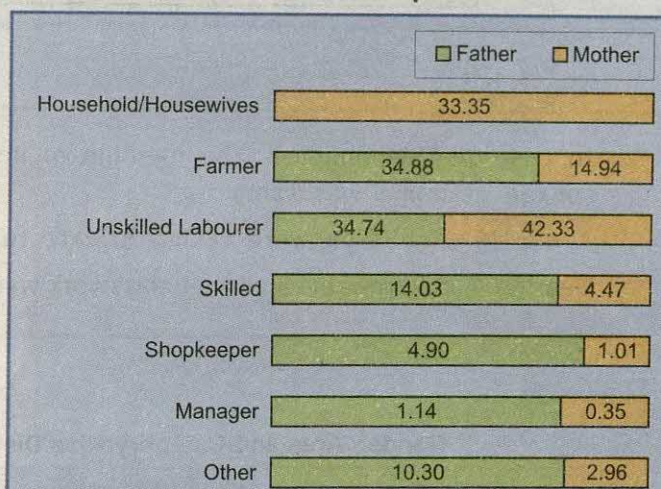


➤ Regarding educational status, 59% mothers were illiterate as against 39% fathers

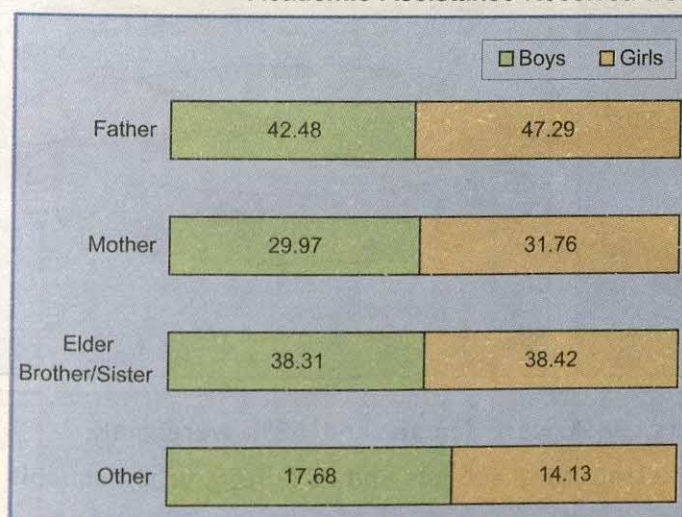
➤ Only 2% fathers studied up to degree and above level, and for mothers it was only 0.6%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (70%) were either farmers or unskilled labourer
- Majority of mothers (76%) were either housewives or unskilled labourer
- Only 1% fathers and 0.4% mothers were manager



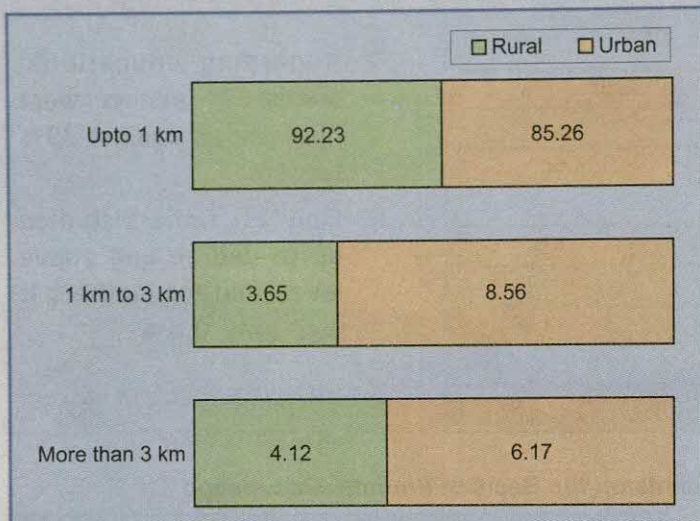
Academic Assistance Received from Family Members



➤ Fathers provided more academic help to their children and the trend was followed by elder peers and mothers

➤ Girls were getting more help from family members than boys

Distance of School from Home



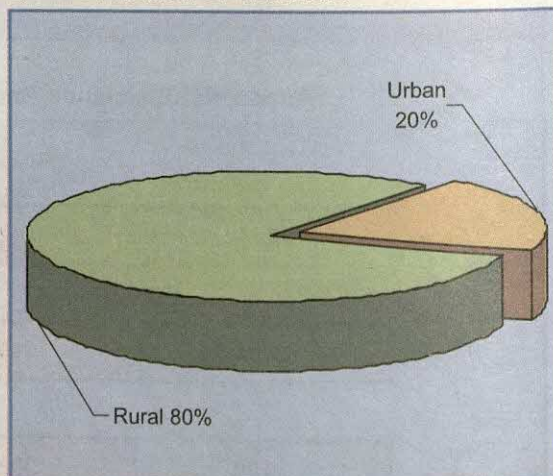
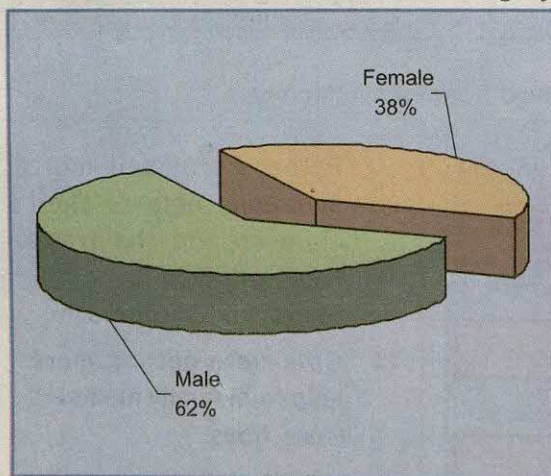
- Children from urban area covered more distance to reach school as compared to rural children
- About 15% urban children walked more than one kilometre to reach school as compared to 8% rural children

Other Trends

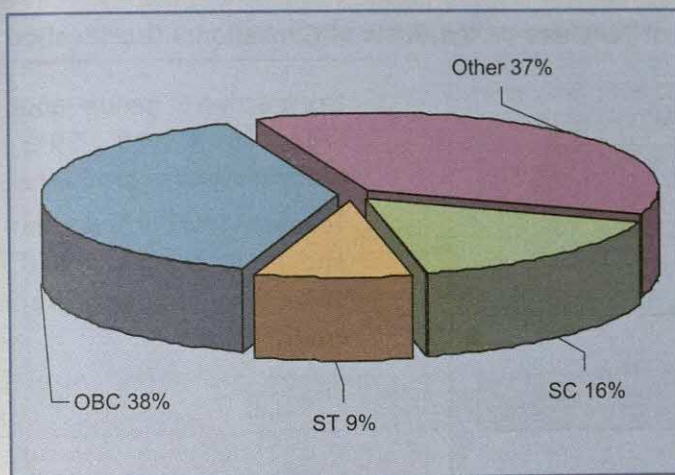
- In case of 85% children, the medium of instruction in school and language spoken at home was same
- About 19% children were taking private tuition
- Nearly 7% children revealed that classwork was checked regularly by the teachers

TEACHERS

Gender, Area and Category wise Distribution of Teachers



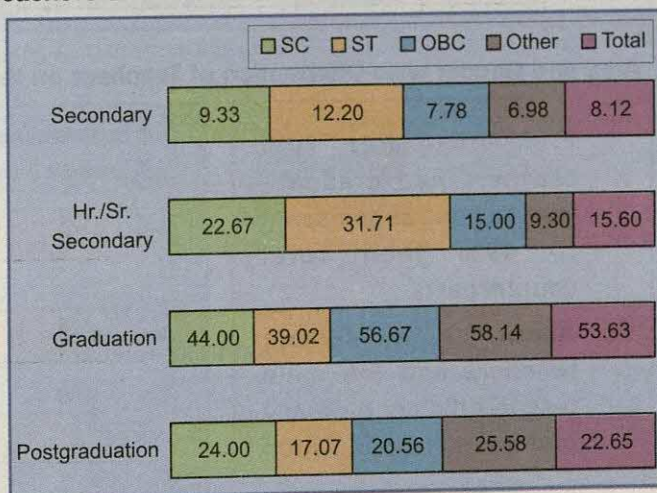
- Out of 468 sampled teachers, 38% were female and 62% were male
- Area wise, 80% teachers were from rural schools and 20% from urban schools



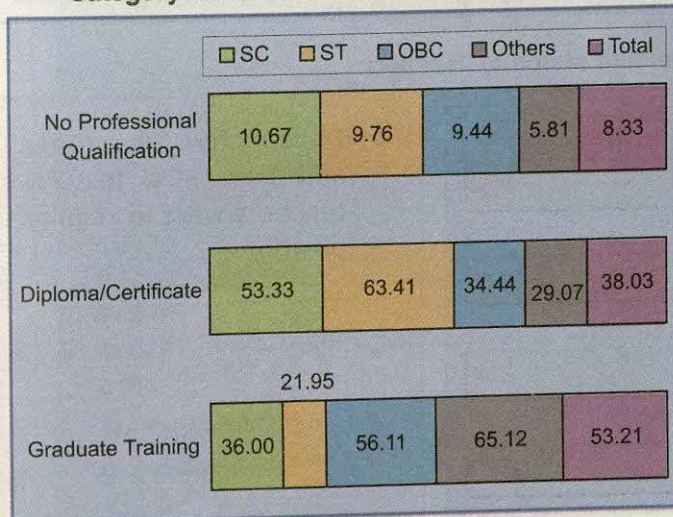
- Category wise, maximum teachers were from OBC category (38%) followed by Others (37%), SC (16%) and 9% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each category, maximum number of teacher were graduate
- Teacher from Others category were better educated and it was followed by OBC, SC and ST category

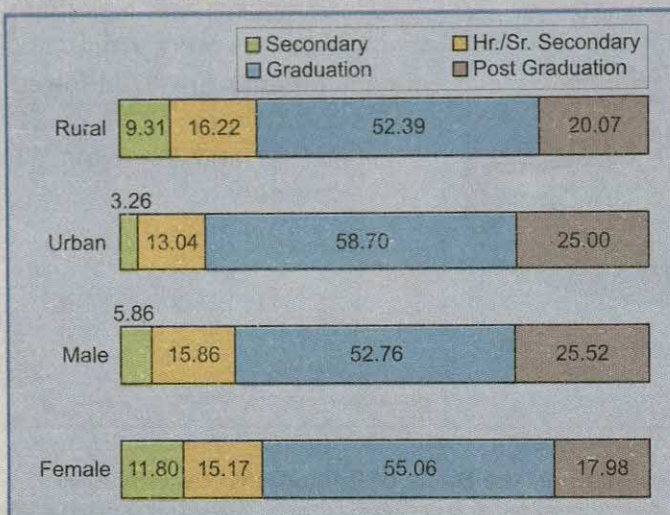


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from OBC and Others category had graduate level training
- Majority of teachers from SC and ST category had certificate or diploma in elementary education
- About 8% teachers did not have any professional qualification

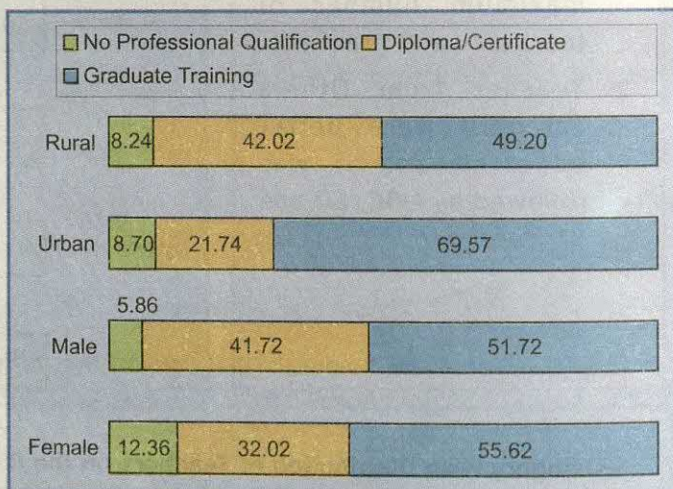
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



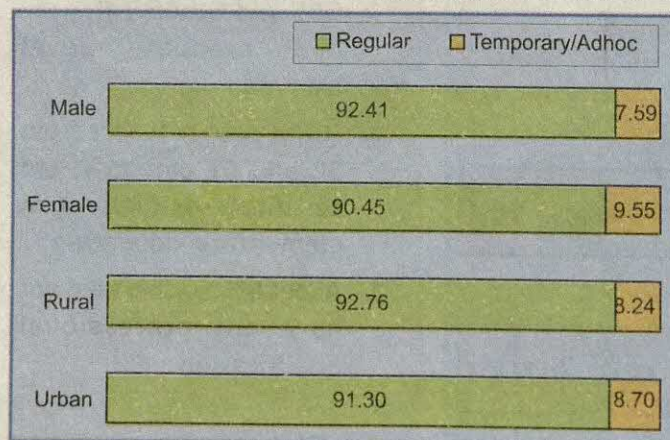
- Irrespective of gender and area, 52% to 59% teachers were graduate
- Teachers from urban area and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 70% teachers had graduate level training as compared to 49% their rural counterparts
- About 12% female teachers and 6% male teachers did not have any professional qualification

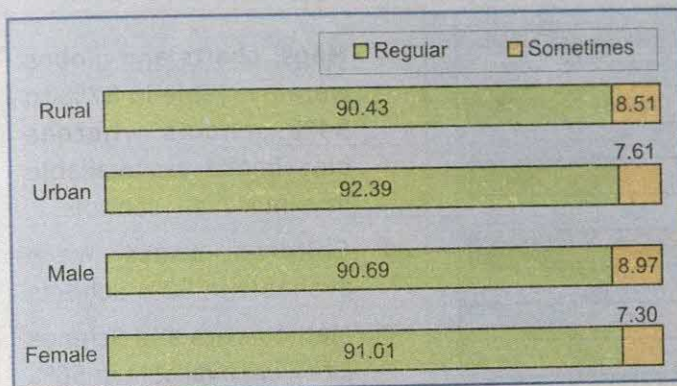


Employment status of Teachers



- Irrespective of gender and area, 90% to 92% teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



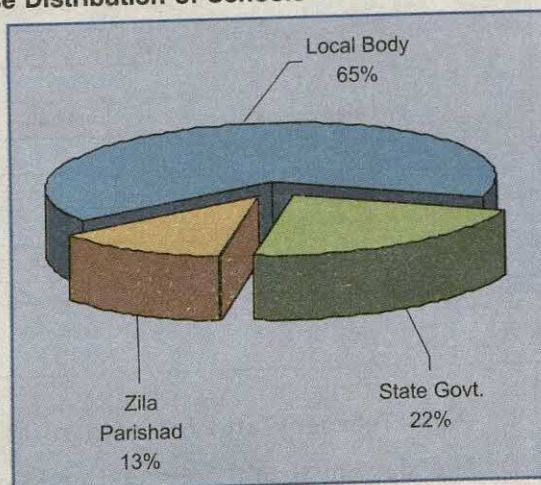
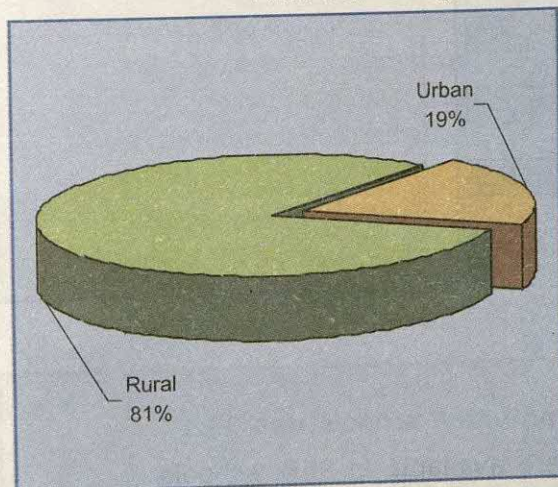
- More than 91% teachers responded that they were giving homework to children regularly
- Gender and area wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 10 years
- Majority (39%) of training programmes were conducted in school complex and only 3% were conducted by SIE/SCERT
- Teachers diary was being maintained by 97% teachers
- Nearly 51% teachers studied Language up to graduate level and for Social Science and Mathematics it was 31% and 18% respectively

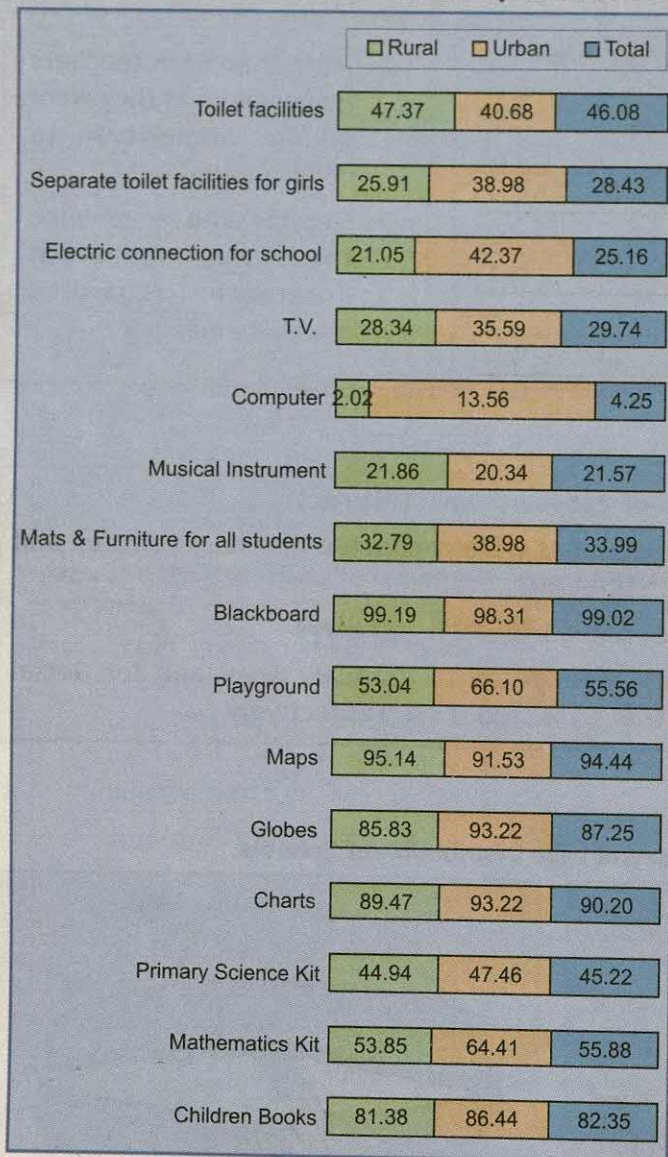
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 306 sampled schools, 81% were from rural area and 19% from urban area
- Management wise, 65% schools were managed by local body, 22% schools by state government and remaining 13% by Zila Parishad

Availability of School Resources



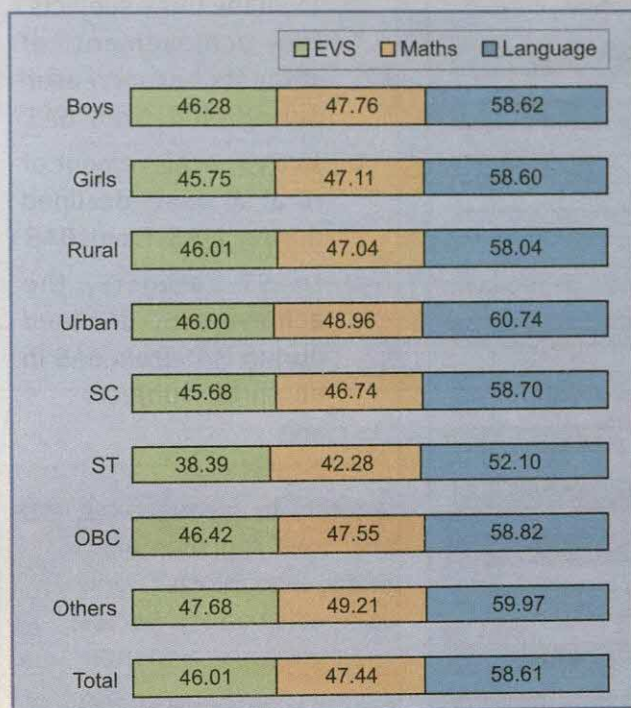
- Maps, charts and globes were available in 87% to 94% schools whereas blackboard was available in almost all schools
- Children books were available in 82% schools
- Mathematics and Science kits were available in 56% and 45% schools respectively
- Television was available in 30% schools and computer was available in only 4% schools
- Separate toilet facility for girls was in 28% of schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio for both rural and urban schools was 33:1
- Mid day meal and free textbooks were available in 96% schools
- Scholarship for attendance was available in only 5% schools
- Average number of working days was 209 days with 7 periods a day
- Parent teacher associations were existing in 91% schools and VEC/AEC/SMC were in 68% schools

LEARNING ACHIEVEMENT

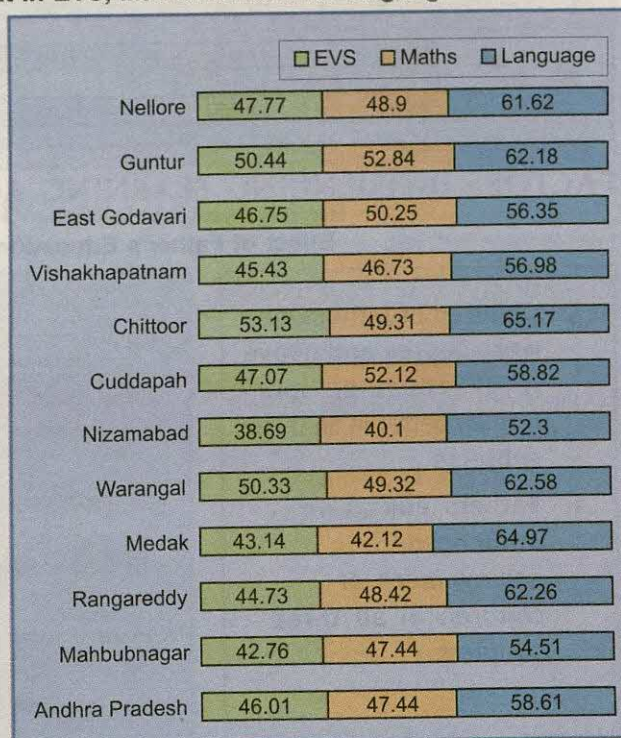
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



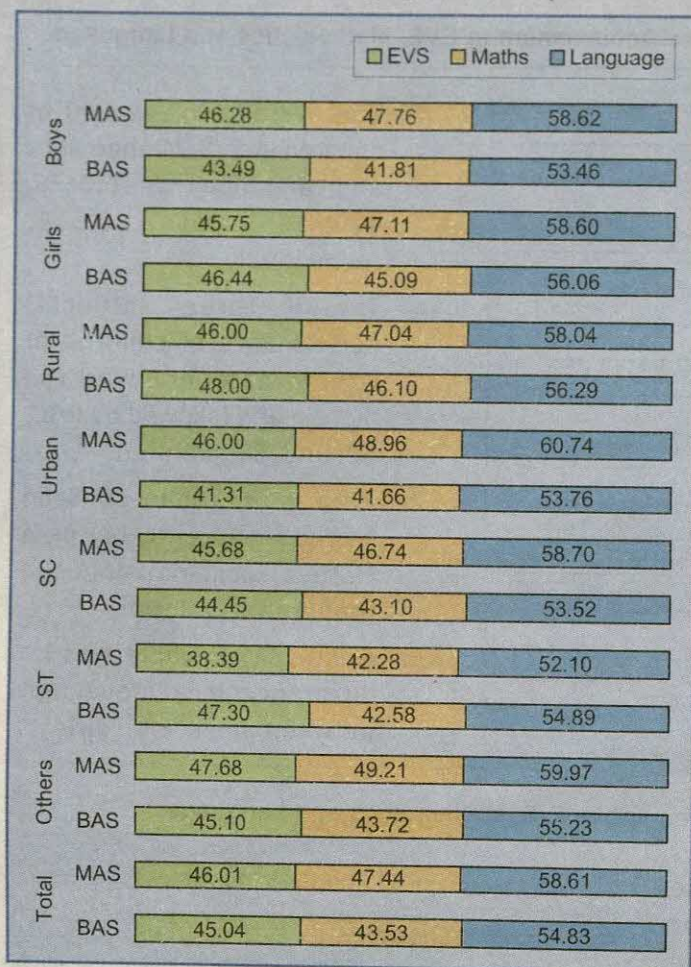
- The overall achievement of children in EVS, Mathematics and Language was 46.01%, 47.44% and 58.61% respectively
- In all three subjects, performance of children of Others category was the highest and followed by OBC, SC and ST children
- Area wise, urban children scored significantly better in Mathematics and Language than rural children
- Gender wise, there was no difference in achievement between boys and girls

District wise Achievement in EVS, Mathematics and Language

- In EVS and Language, the achievement in Chittoor district was the highest and was the lowest in Nizamabad district
- In Mathematics, children of Guntur showed the highest achievement and Nizamabad showed the lowest



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

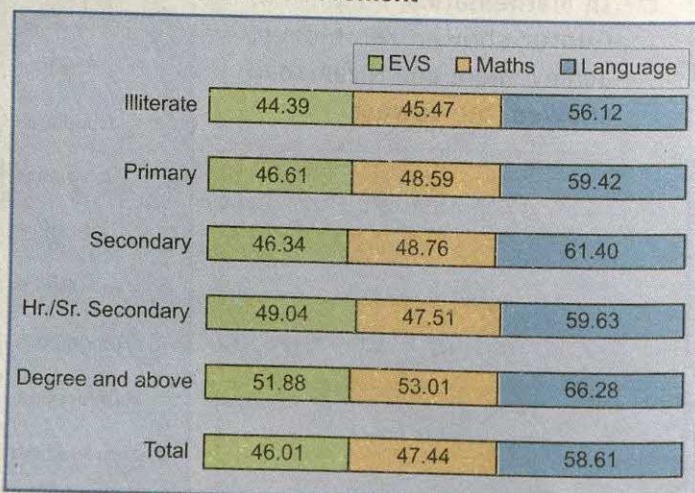


- In all the three subjects, the achievement of students has increased during MAS from BAS
- In EVS, achievement of rural students declined during MAS from BAS
- In ST category, the achievement declined during MAS from BAS in all three subjects

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of fathers who were degree and above level educated performed better in all three subjects
- Fathers education influenced achievement of children in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	44.51	46.12	57.16
Primary	47.26	49.28	60.15
Secondary	48.10	49.16	61.06
Hr./Sr. Secondary	49.39	46.80	63.00
Degree and above	57.79	51.42	63.96
Total	46.01	47.44	58.61

- ⇒ Children of mothers who were degree and above level educated performed better in all three subjects
- ⇒ Mothers educational status had shown a positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- ⇒ Achievement of children increased by 3% - 7% when fathers occupation varied from farmer to manager
- ⇒ Occupation of fathers positively influenced the learning achievement of children

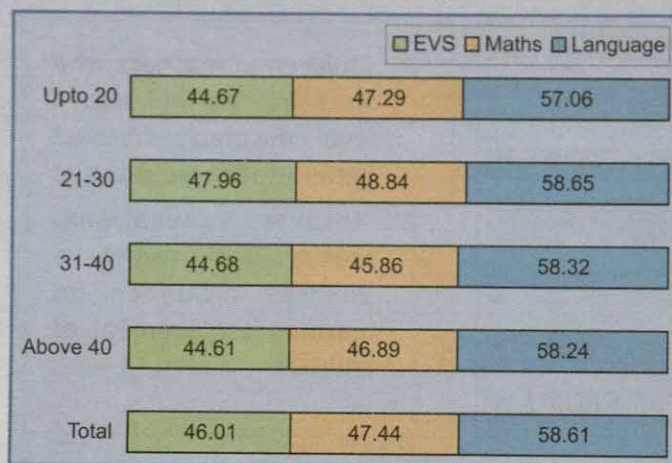
	EVS	Maths	Language
Farmer	45.01	46.73	56.11
Unskilled Labourer	46.75	46.99	59.53
Skilled	47.35	48.46	60.05
Shopkeeper	47.04	47.47	59.66
Manager	48.91	51.67	63.51
Other	44.27	46.12	57.56
Total	46.01	47.44	58.61

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	49.44	49.93	61.65
Farmer	43.88	45.50	55.74
Unskilled Labourer	44.31	46.25	57.05
Skilled	45.74	47.14	59.59
Shopkeeper	48.87	51.89	61.95
Manager	52.00	49.15	62.15
Other	40.51	40.51	57.55
Total	46.01	47.44	58.61

- ⇒ Children of housewives performed quite well in all three subjects
- ⇒ Occupation of mothers positively influenced the learning achievement of children

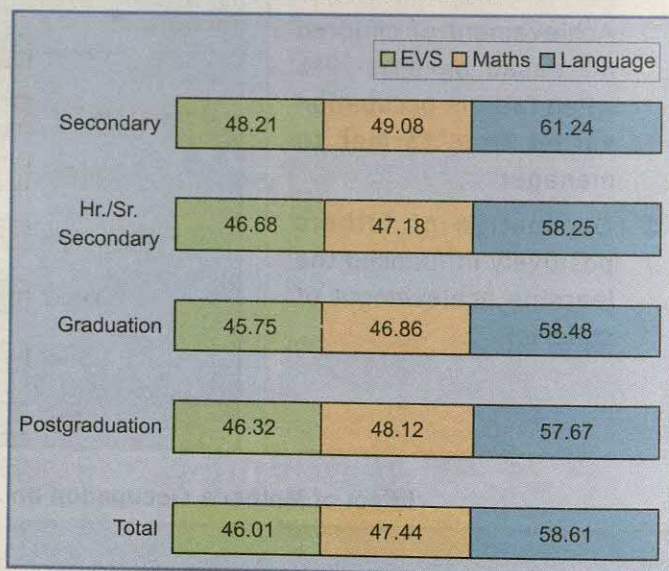
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in all three subjects when the PTR was between 21 and 30

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was better when teachers of secondary level educational qualification taught the children



Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	37.66	-	41.24	-	54.85	-
Infrastructure Index	0.202	0.08	0.207	0.08	0.172	0.07
Instructional Facility Index	0.801	0.07	0.417	0.07	0.168	0.04
Auxiliary Facility Index	0.139	0.06	0.252	0.05	0.195	0.04
Human Resource Index	1.093*	0.03	0.793	0.03	1.031*	0.07
Community Participation Index	1.231*	0.03	0.871	0.05	0.443	0.03
Inspection of Schools	3.425**	0.02	2.865*	0.02	1.499*	0.03
R^2	0.022		0.018		0.019	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain only 2.2% in EVS, 1.8% in Mathematics and 1.9% in Language
- Inspection of schools, community participation, instructional facilities in schools and more number of teachers had significant impact on EVS and Mathematics achievement
- Inspection of schools and more number of teachers had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.95	-	47.62	-	58.54	-
Teacher Efficiency Index	1.261*	0.05	1.60	0.06	0.883	0.04
Teacher Professionalism Index	1.856*	0.06	0.891	0.02	0.666	0.02
R^2	0.03		0.05		0.02	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 3% in EVS, 5% in Mathematics and 2% in Language achievement
- Teachers efficiency (educational and professional qualification, experience, in service training) contributed significantly on Mathematics achievement
- Teachers efficiency (educational and professional qualification, experience, in service training) and professional practice of teachers contributed significantly on achievement in EVS

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.48	-	40.43	-	51.56	-
Socio-economic Index	3.223**	0.12**	1.96*	0.109*	3.06**	0.15**
Supplementary Helping Index	2.826*	0.12**	3.01**	0.12**	4.61**	0.12**
Student Attendance	0.43	0.08	0.51	0.06	0.42	0.09
Distance from Home to School	-0.67	-0.05	-0.73	-0.03	-0.22	-0.04
R^2	0.021		0.014		0.033	

*Significant at 0.05 level **significant at 0.01 level

- Pupil related variables could explain 2.1% in EVS, 1.4% in Mathematics and 3.3% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- Distance of school from home has shown a negative impact on achievement of children

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, simple interest and percentage
- In Language, learning difficulties were found in comprehension of story

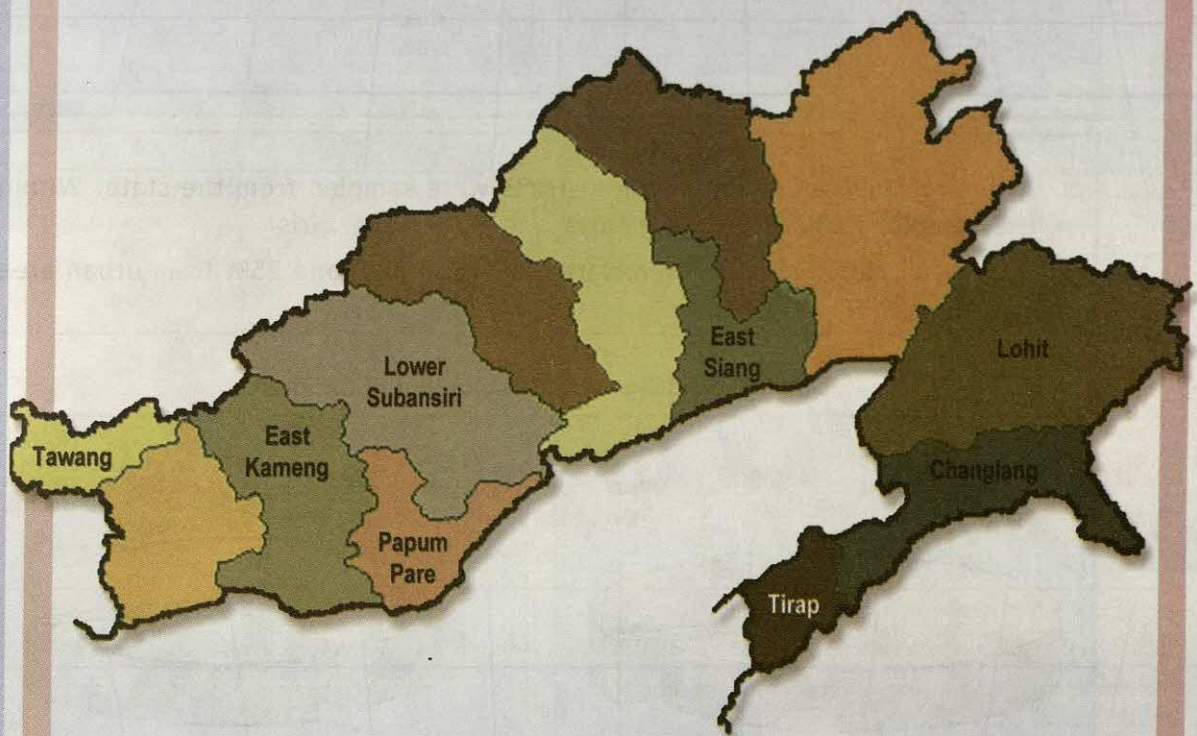
TEST CHARACTERISTICS

- About 58% items in EVS and Mathematics, 27% items in Language were difficult
- Nearly 90% - 93% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 73%
- All three tests had good reliability coefficient ranging from 0.73 to 0.85

OTHER TRENDS

- About 40% to 45% children scored less than 40% marks in EVS and Mathematics as compared to 16% in Language
- About 2% to 3% children scored more than 80% marks in EVS and Mathematics as compared to 7% in Language
- In Mathematics, children performed better in profit & loss and average
- Children performed better in spelling and comprehension of timetable
- In descriptive questions of Language, 11% children scored 10 out of 10 and 33% children scored zero

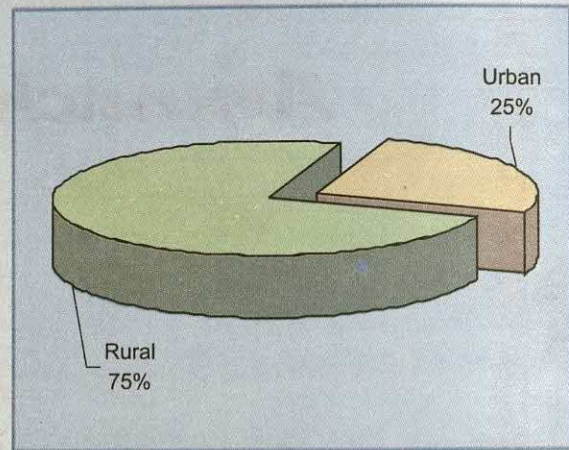
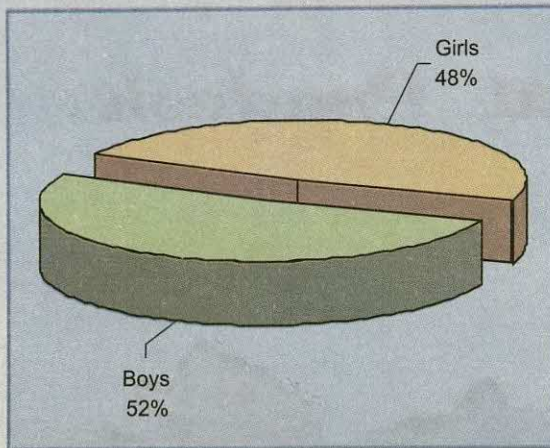
Arunachal Pradesh



PROFILES

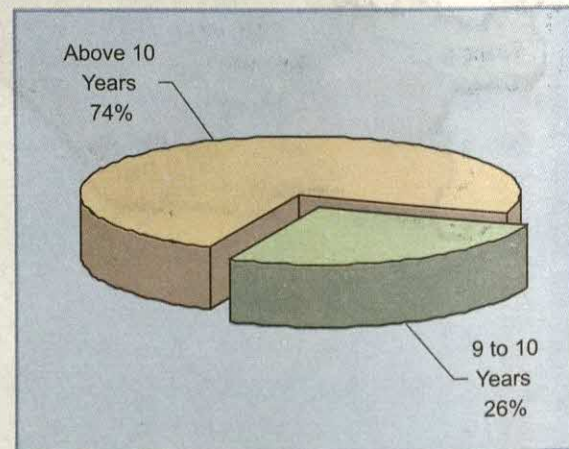
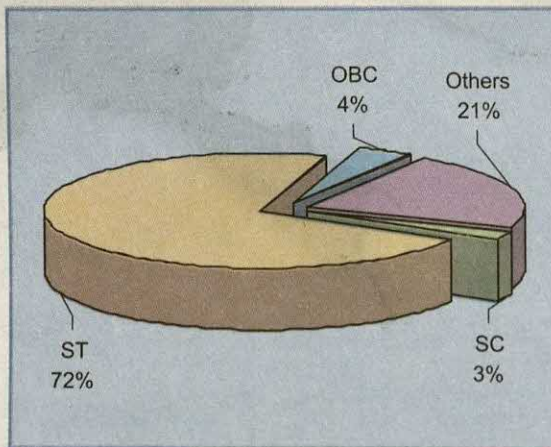
PUPIL

Gender and Area wise Distribution of Children



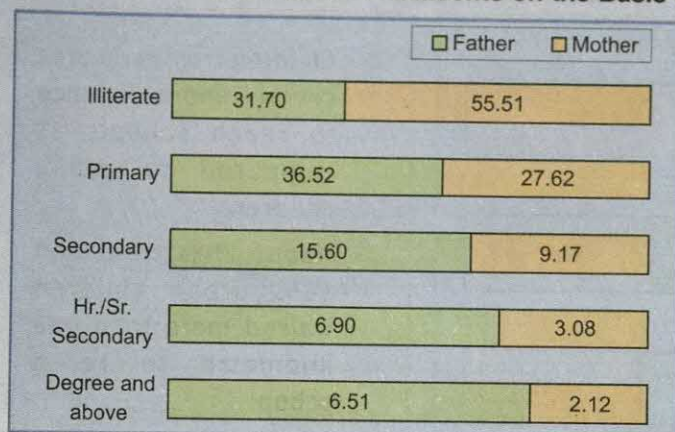
- A total of 2596 students from 8 districts were sampled from the state. Within the sample, about 52% were boys and 48% were girls
- Area wise, about 75% children were from rural area and 25% from urban area

Category and Age wise Distribution of Children



- Social group wise, 72% children belonged to ST category and only 3% from SC category
- Age wise, about 74% children were above 10 years of age

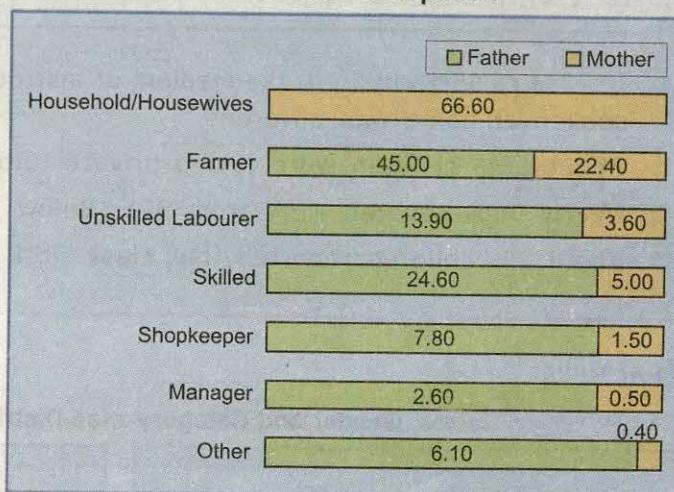
Distribution of Students on the Basis of Parents' Education



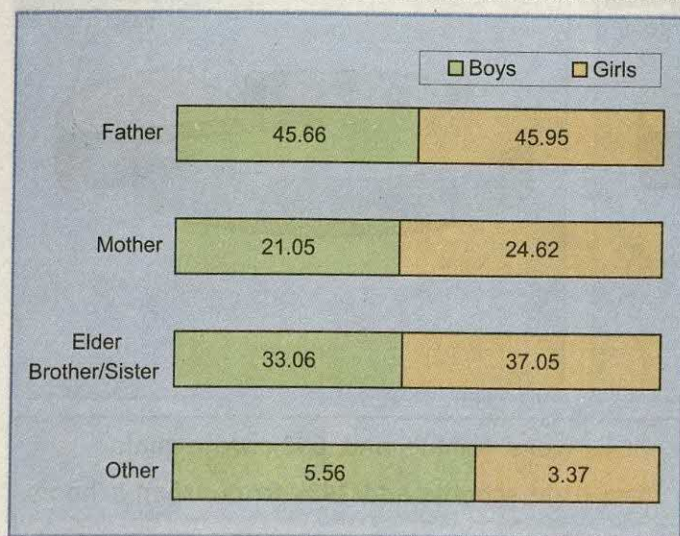
- Regarding educational status, 56% children's mother were illiterate as against 32% fathers
- Only 6.5% children's fathers studied up to degree and above level, and for mothers it was only 2.1%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (45%) were farmers followed by skilled workers (25%)
- Majority of mothers (67%) were housewives and it was followed by farmer (22%)
- About 3% fathers and only 0.5% mothers were manager

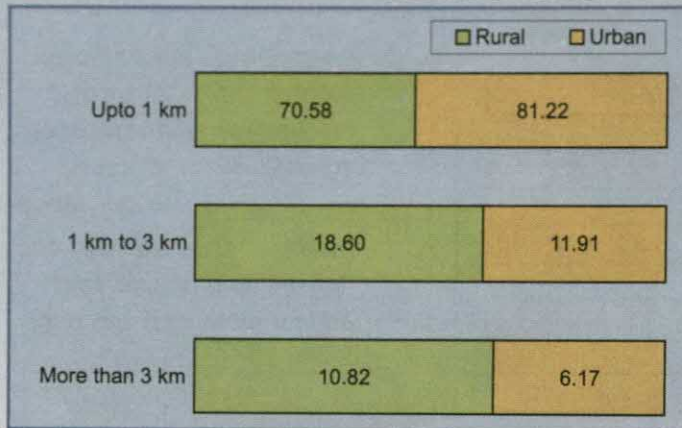


Academic Assistance Received from Family Members



- Irrespective of gender, fathers provided more academic help to their children and it was followed by elder peers and mothers
- Girls were getting more help from family members than boys

Distance of School from Home



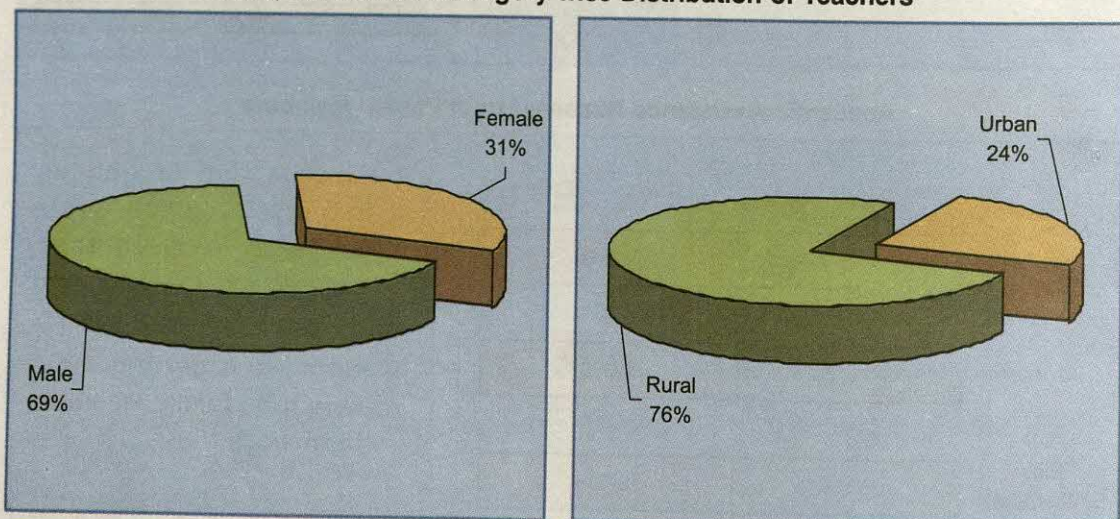
- ⇒ Children from rural area covered more distance to reach schools as compared to urban children
- ⇒ About 29% rural and 18% urban children walked more than one kilometre to reach school

Other Trends

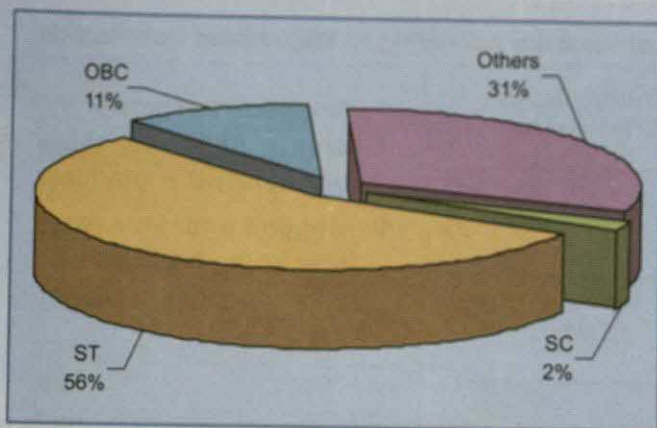
- ⇒ In case of 96% children, the medium of instruction in school and the language spoken at home was different
- ⇒ About 17% children were taking private tuition
- ⇒ Nearly 40% children were from BPL (Below poverty Line) families
- ⇒ About 2% children reported that class work was checked by teachers

TEACHERS

Area, Gender and Category wise Distribution of Teachers



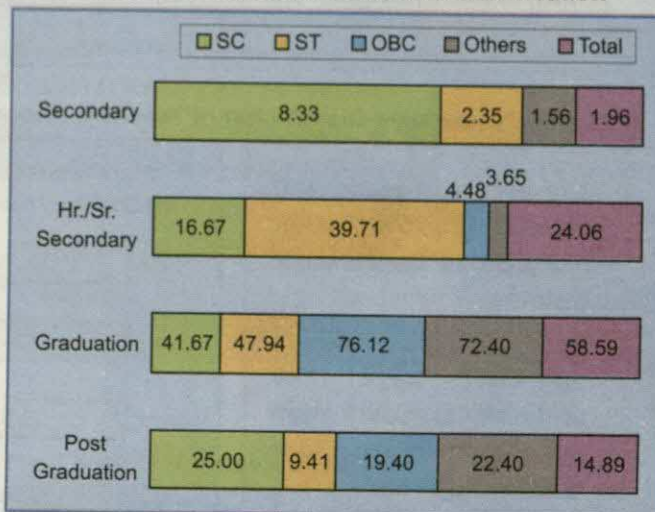
- ⇒ Out of 611 sampled teachers, 31% were female and 69% were male
- ⇒ Area wise, 76% teachers were from rural schools and 24% from urban schools



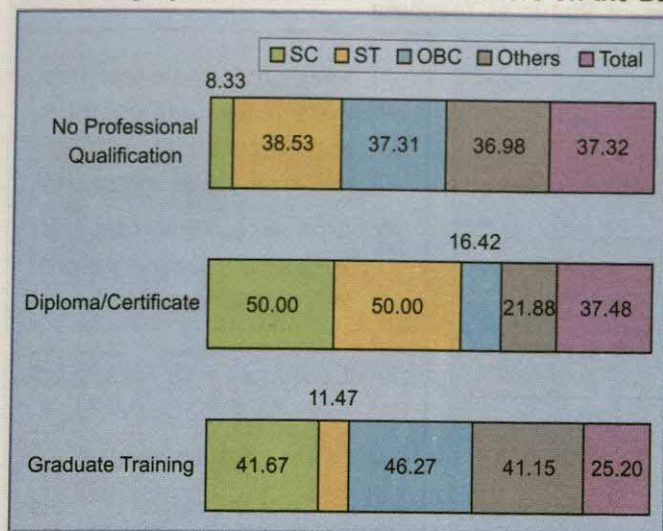
- Category wise, maximum teachers belonged to ST category (56%) followed by Others (31%), OBC (11%) and 2% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- In each category, maximum number of teachers were graduate
- Social group wise, teacher from Others category were better educated and it was followed by OBC, SC and ST teachers

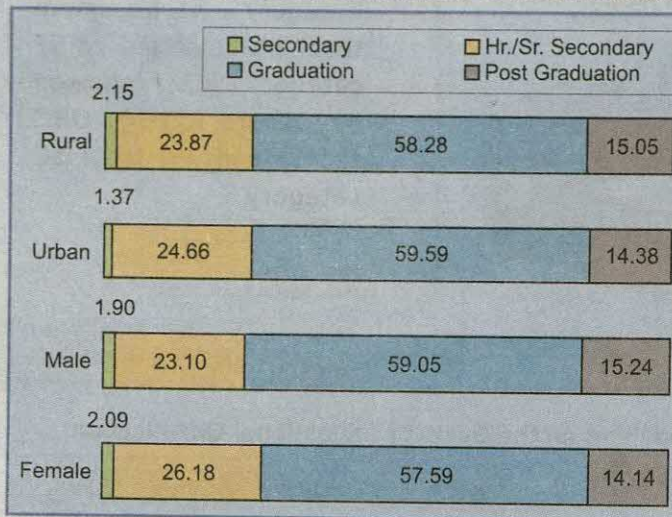


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers from OBC and Others category had graduate level training
- Half of the teachers from SC and ST categories had certificate or diploma in elementary education
- Nearly 37% teachers did not have any professional qualification

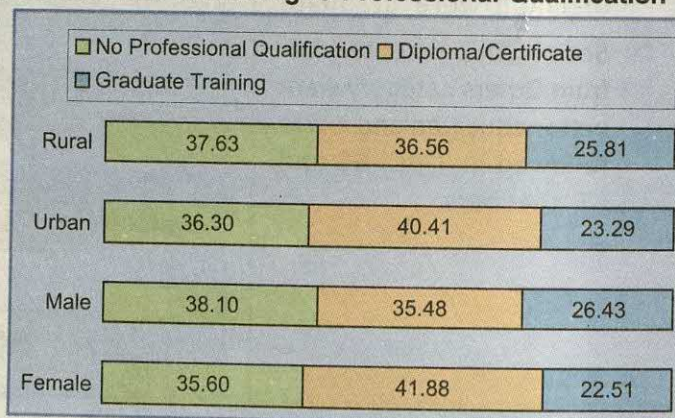
Area and Gender wise Distribution of Teachers According to Educational Qualification



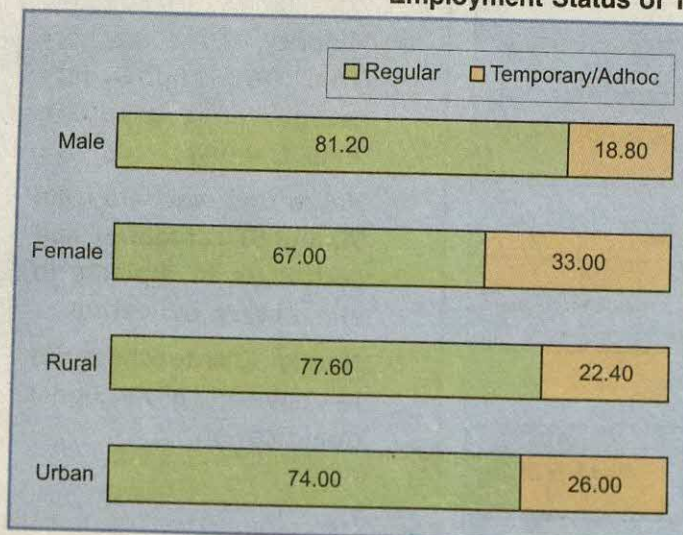
- Irrespective of gender and area, 58% to 60% teachers were graduate
- Gender and area wise teachers had similar education qualification

Area and Gender wise Distribution of Teachers According to Professional Qualification

- Irrespective of gender and area, 23% to 26% teacher had graduate level teacher training
- Nearly 38% male teachers did not have any professional qualification as compared to 36% female teachers

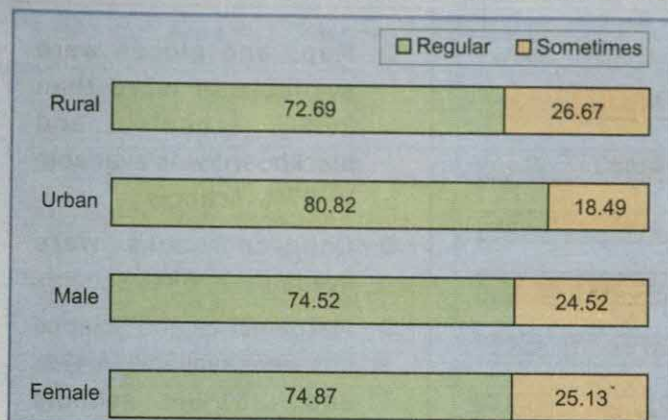


Employment Status of Teachers



- Nearly 81% male teachers were in regular position as compared to 67% of their female counterparts
- Area wise, 78% rural and 74% urban teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



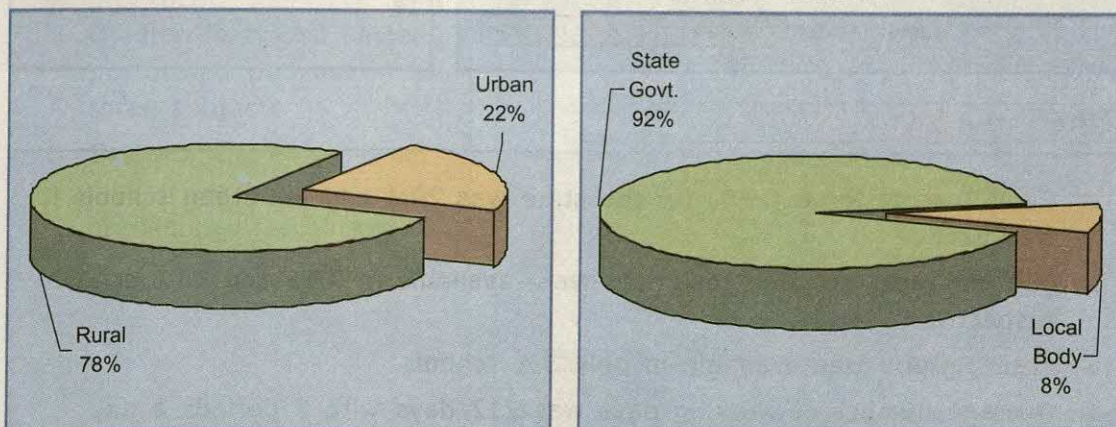
- Nearly 81% urban teachers were giving regular homework to children as compared to 73% of their rural counterparts
- Gender wise there was not much difference in giving homework to children

Other Trends

- Average teaching experience of teachers was 11 years
- Maximum (35%) training programmes were conducted in DIET and only 5% were conducted by SIE/SCERT and Teacher Resource Centre and School Complex each
- Teacher's diary was being maintained by 64% teachers
- About 46% teachers studied Language up to graduate level and for Social Science and Mathematics it was about 17% and 13% respectively

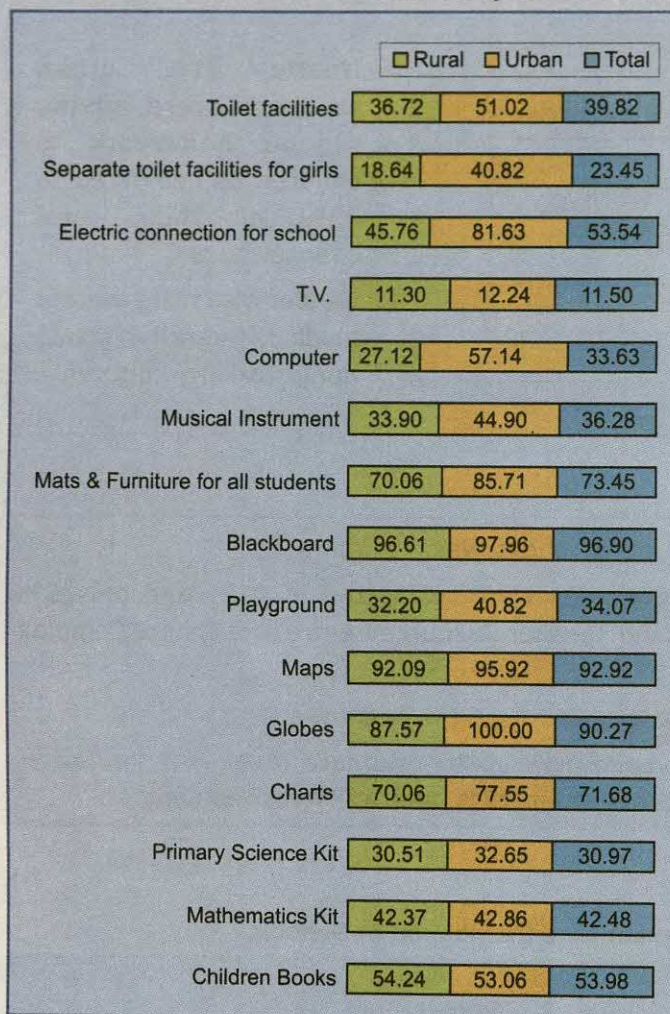
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 226 sampled schools, 78% were from rural area and 22% from urban area
- Management wise, 92% schools were managed by state government and remaining 8% schools by local body

Availability of School Resources



- Maps and globes were available in more than 90% schools and blackboard was available in 97% schools
- Children books were available in 54% schools
- Mathematics and Science kits were available in 42% and 31% schools respectively
- Television was available in 12% schools and computers were found in 34% schools
- Separate toilet facility for girls was in 23% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio (PTR) for the state was 20:1 and for urban schools it was 22:1
- Mid day meal and free textbooks were available in 77% and 88% schools respectively
- Free uniform was available in only 3% schools
- Average number of working days was 212 days with 7 periods a day
- Parent teacher associations were existing in 51% of schools and VEC/AEC/SMC were in 98% schools
- Teacher's handbook and student's workbook were available in nearly 49% and 56% schools respectively

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	53.96	48.16	51.90
Girls	53.98	48.73	52.31
Rural	53.48	48.21	51.96
Urban	55.43	49.11	52.55
SC	58.06	48.91	53.49
ST	54.25	48.25	52.12
OBC	54.59	51.60	55.77
Others	52.46	48.40	51.22
Total	53.97	48.44	52.11

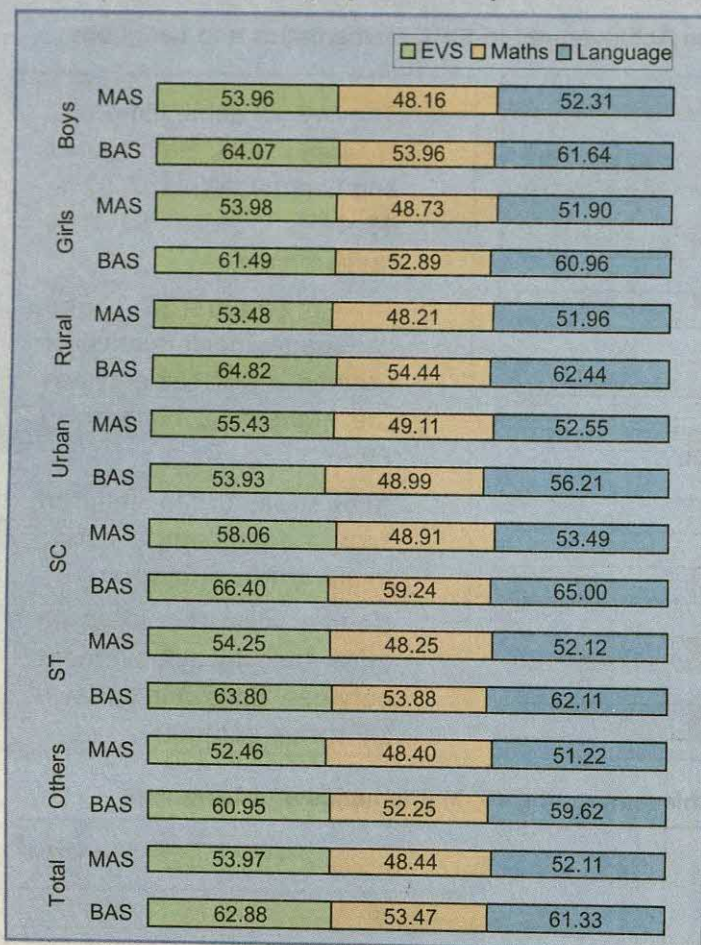
- The overall achievement of children in EVS, Mathematics and Language was 53.97%, 48.44% and 52.11% respectively
- In Mathematics and Language, performance of children of OBC category was the highest SC children in EVS
- Area wise, urban children scored significantly better in all three subjects
- Gender wise, there was no difference in achievement between boys and girls in all three subjects

District wise Learning Achievement in EVS, Mathematics and Language

- Children from Tirap scored best among the districts in all three subjects and children from East Kameng performed poorest in all three subjects
- East Kameng was the only district where performance of children was less than 7% to 9% from the state average

	EVS	Maths	Language
Tawang	54.90	49.66	54.48
East Kameng	45.31	39.92	45.14
Lower Subansiri	54.64	50.50	52.22
Tirap	64.05	43.81	58.18
East Siang	48.02	45.05	50.23
Changlang	52.28	48.43	51.80
Papum Pare	61.61	50.17	53.70
Lohit	49.98	48.49	51.45
Arunachal Pradesh	53.97	48.44	52.11

Gender, Area and Category wise Comparison of Learning Achievement from BAS to MAS

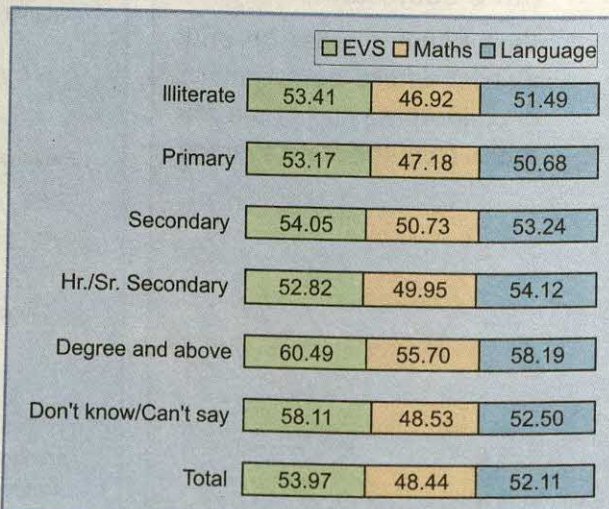


- The mean achievement of children decreased by 9% both in EVS and Language and 5% in Mathematics during MAS from BAS
- Achievement of urban children marginally increased in EVS and Mathematics during MAS from BAS
- Achievement of boys decreased by 10% in EVS, 9% in Language and 6% in Mathematics during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- In all three subjects, children of degree and above educated fathers performed better



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	53.64	48.00	51.34
Primary	53.26	47.34	51.58
Secondary	53.74	50.93	54.40
Hr./Sr. Secondary	61.00	53.81	58.51
Degree and above	61.95	56.55	59.42
Don't know/can't say	54.78	47.48	52.77
Total	53.97	48.44	52.11

- In all three subjects, children of degree and above educated mothers performed better
- Mothers educational status had shown positive influence on achievement of children

Effect of Father's Occupation on Achievement

- Children of skilled and other profession fathers performed better in all three subjects

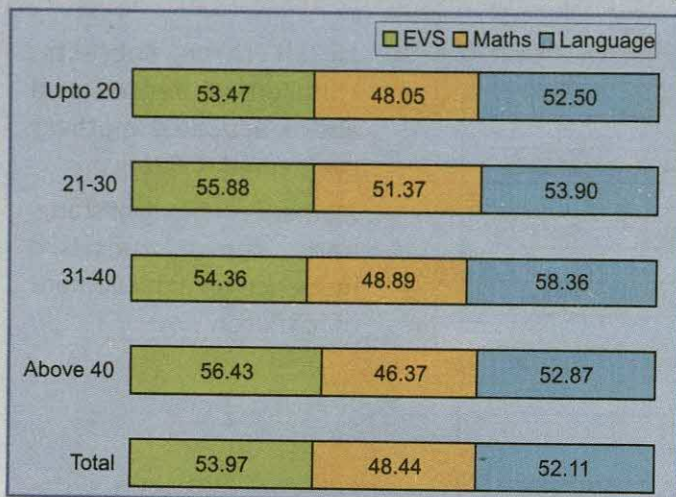
	EVS	Maths	Language
Farmer	51.98	46.66	50.24
Unskilled Labourer	54.68	47.97	51.78
Skilled	56.42	51.55	54.31
Shopkeeper	52.34	46.75	52.43
Manager	53.34	47.04	54.73
Other	59.55	52.75	56.28
Total	53.97	48.44	52.11

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	53.05	49.01	52.26
Farmer	55.39	46.32	50.40
Unskilled Labourer	57.64	49.30	52.77
Skilled	57.33	49.75	56.45
Shopkeeper	51.71	48.32	50.18
Manager	46.67	38.17	57.92
Other	71.10	60.30	64.84
Total	53.97	48.44	52.10

- Children of mothers involved in other occupations performed quite well in all three subjects
- Mother's occupation did not show clear cut trend on achievement of children

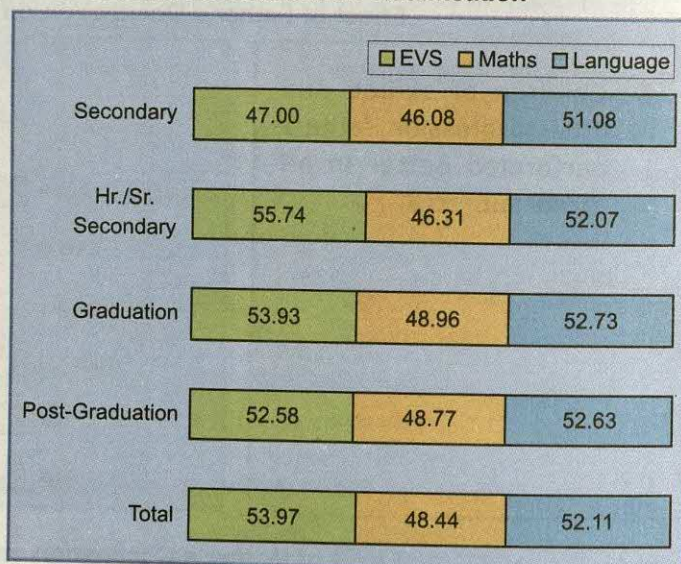
Achievement with Respect to Pupil Teacher Ratio



- Children performed better in Mathematics and Language when the PTR was between 21 to 30

Achievement with respect to Teacher's Educational Qualification

- Achievement in Mathematics and Language was better when graduate teachers taught the children



Other Trends

- Children performed significantly better in Language when they took private tuition in all three subjects
- Learning achievement of children was significantly better when they were helped by family member in academic matters
- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	52.66	-	45.56	-	48.85	-
Infrastructure Index	0.191	0.04	0.144	0.03	0.218	0.03
Instructional Facility Index	1.091*	0.08	0.568	0.05	0.147	0.04
Auxiliary Facility Index	0.845	0.06	0.826	0.04	0.458	0.04
Human Resource Index	3.214**	0.09	1.238*	0.07	1.116*	0.07
Community Participation Index	0.315	0.03	3.438**	0.09	2.564**	0.09
Inspection of School	1.428	0.07	2.771**	0.08	1.790*	0.06
R^2	0.046		0.031		0.035	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 4.6% in EVS, 3.1% in Mathematics and 3.5% in Language
- Inspection of schools, instructional facilities in schools and more number of teachers had significant impact on EVS achievement
- Inspection of schools community participation and more number of teachers had significant impact on Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.66	-	49.48	-	58.54	-
Teacher Efficiency Index	1.805*	0.08	4.238*	0.09	1.834*	0.06
Teacher Professionalism Index	0.206	0.07	0.787	0.04	0.344	0.04
R^2	0.03		0.018		0.029	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 3% in EVS, 1.8% in Mathematics and 2.9% in Language achievement
- Teacher efficiency (educational and professional qualification, experience and in service training) contributed significantly on achievement in all three subjects

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.25	-	48.68	-	52.27	-
Socio-economic Index	1.761*	0.18**	1.455*	0.09*	1.436*	0.145**
Supplementary Helping Index	4.915**	0.21**	3.169**	0.11**	2.598**	0.12**
Student Attendance	0.65	0.09	0.74	0.05	0.37	0.08
Distance from Home to School	-0.87	-0.07	-0.32	-0.03	-0.62	-0.07
R^2	0.022		0.017		0.019	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2.2% in EVS, 1.7% in Mathematics and 1.9% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in all three subjects

LEARNING DIFFICULTIES

- In Mathematics, fraction & decimal, measurement and percentage were found difficult to children
- In Language, comprehension of story was found relatively difficult to children

TEST CHARACTERISTICS

- About 40% items in EVS, 55% items in Mathematics and 48% items in Language were difficult
- Nearly 80% - 98% items had good power ability in EVS and Mathematics, but in case of Language test, it was 80%
- All three tests had good reliability coefficient ranging from 0.69 to 0.88

OTHER TRENDS

- About 33% children in EVS, 42% children in Mathematics and 26% children in Language scored less than 40% marks
- About 3% to 11% children scored more than 80% marks in all three subjects
- In Mathematics, children performed better in fundamental operations and average
- In Language, children performed better in spelling and comprehension of instruction
- In descriptive questions of Language, 3.5% children scored 10 out of 10 and 27% children scored zero

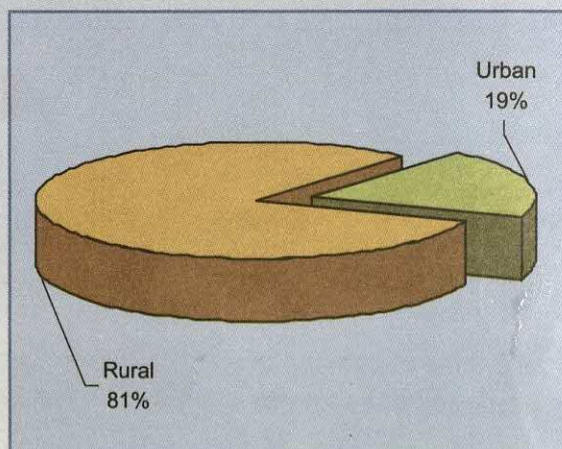
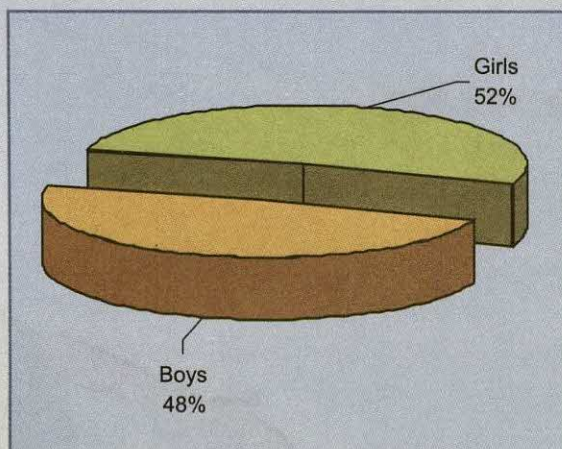
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PROFILES

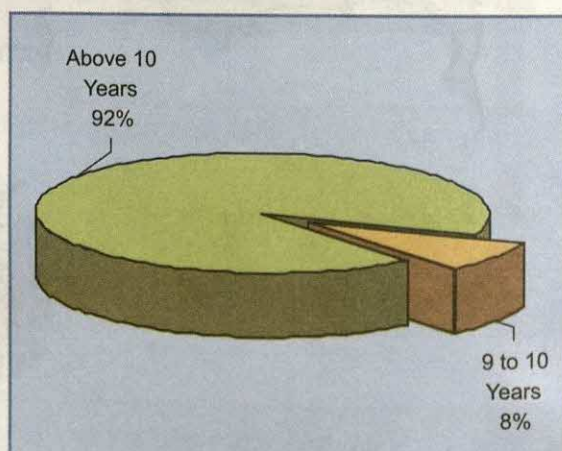
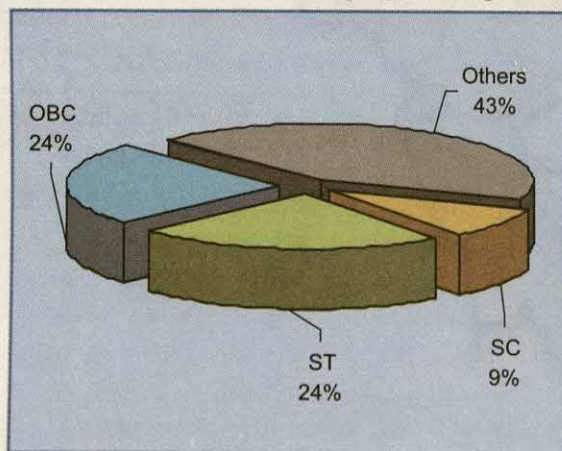
PUPIL

Gender and Area wise Distribution of Children



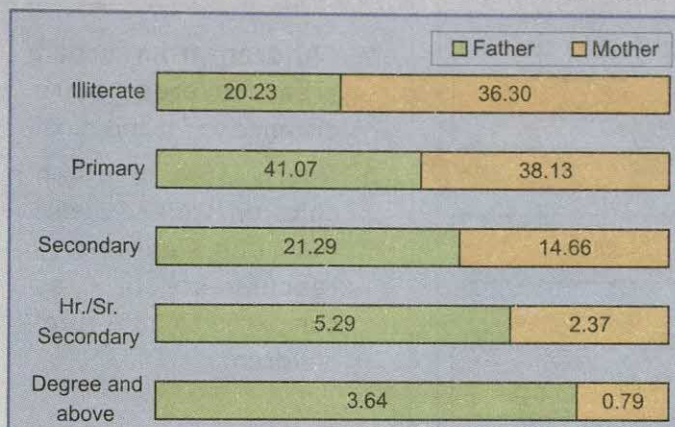
- A total of 4044 students from 11 districts were sampled from the state. Within the sample, 48% were boys and 52% were girls
- Area wise, 81% children were from rural schools and 19% from urban schools

Category and Age wise Distribution of Children



- Social group wise, 43% children belonged to Others category, 24% each from OBC and ST category and remaining 9% from SC category
- Age wise, 92% children were above 10 years of age

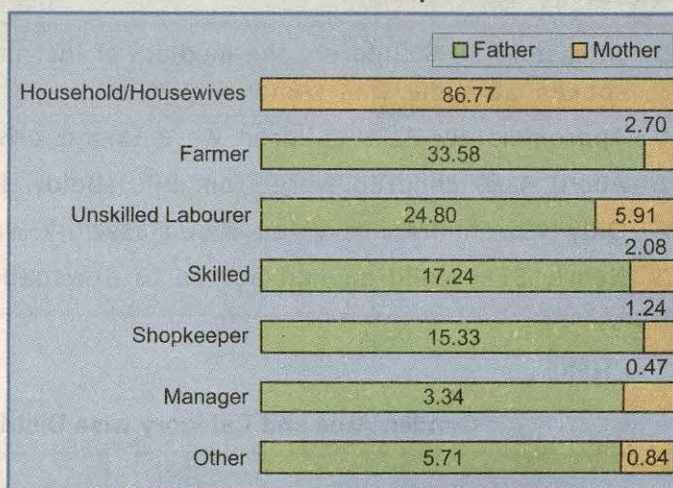
Distribution of Students on the Basis of Parents' Education



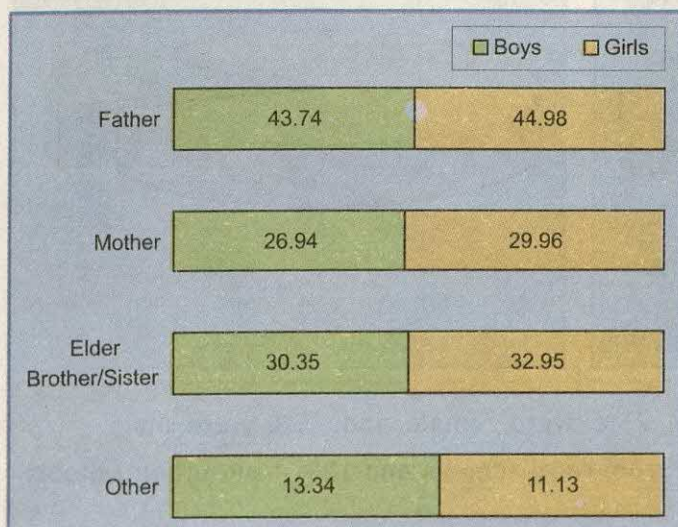
- Regarding educational status, 36% mothers were illiterate as against 20% fathers
- About 4% fathers studied up to degree and above level, and for mothers it was less than 1%

Distribution of Students on the Basis of Parents' Occupation

- About 34% fathers were engaged in farming activities and about 25% fathers were unskilled labourer
- Majority of mothers (87%) were housewives
- Only 3% fathers and less than half per cent mothers were manager

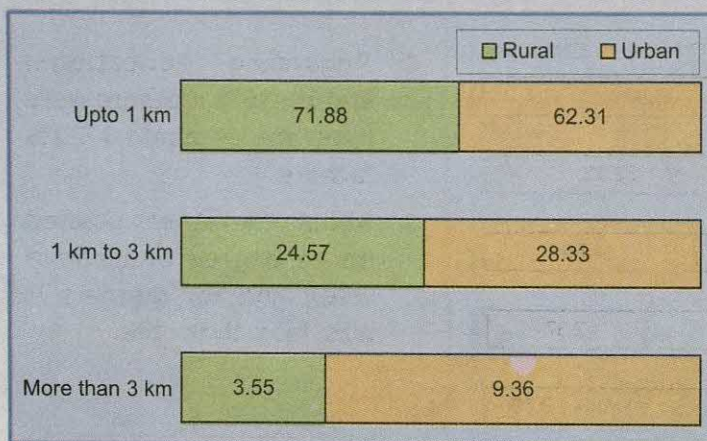


Academic Assistance Received from Family Members



- Irrespective of gender, fathers provided more academic help to their children and the trend was followed by elder peers and mothers
- Girls were getting more help from family members than boys

Distance of School from Home



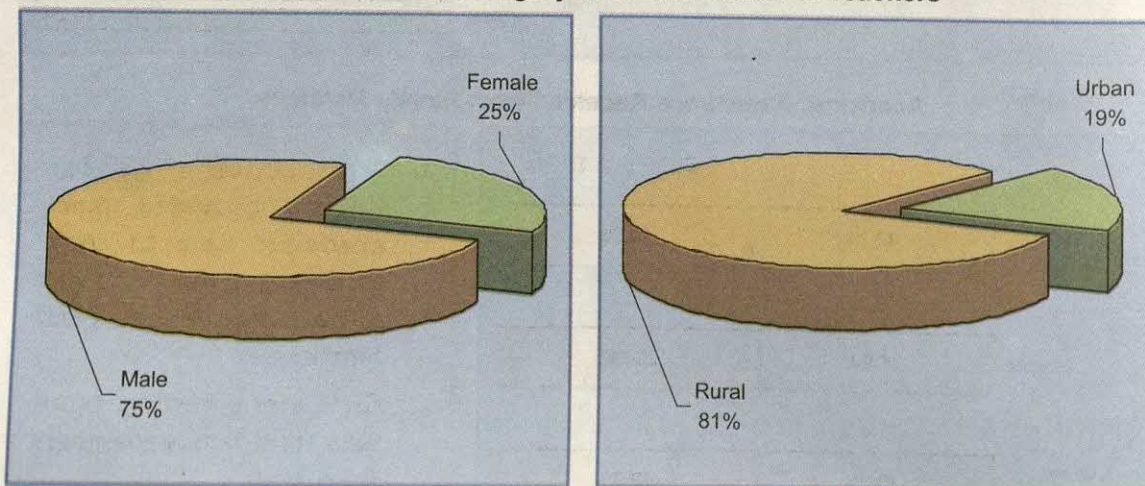
- Children from urban area covered more distance to reach school
- Nearly 38% of urban children walked more than one kilometre to reach school as compared to 28% rural children

Other Trends

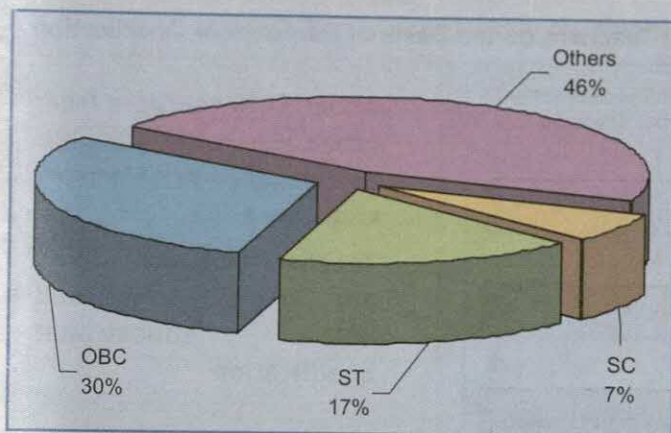
- In case of 58% children, the medium of instruction in school and the language spoken at home was same
- Approximately 21% children were taking private tuition
- About 41% children were from BPL (Below Poverty Line) families
- Only 4% children revealed that classwork was checked by teacher
- Nearly 37% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



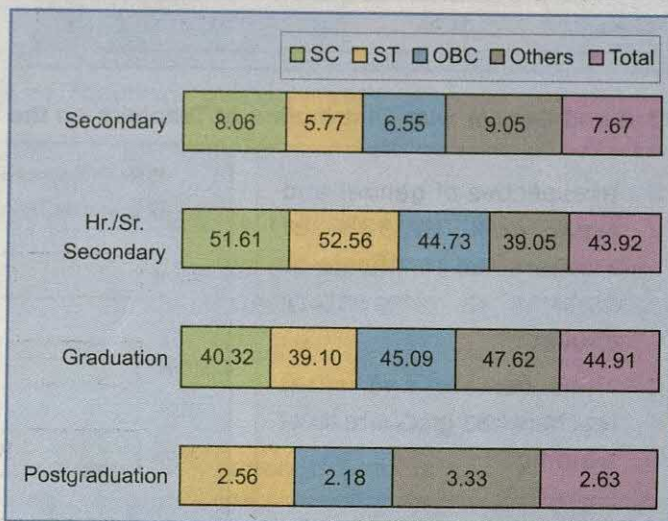
- Out of 913 sampled teachers, 25% were female and 75% were male
- Area wise, 81% teachers were from rural schools and 19% from urban schools



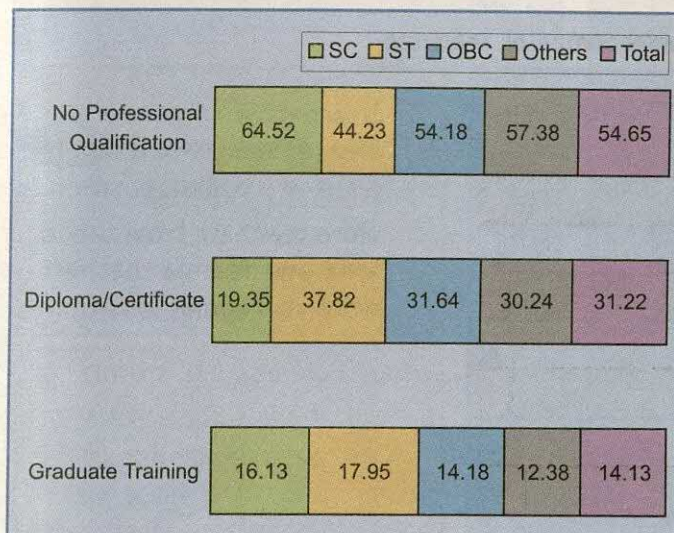
- Category wise, maximum teachers were from Others category (46%) followed by OBC (30%), ST (17%) and 7% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From Others and OBC categories, maximum teacher were graduate
- Social group wise, teacher from Others category had better educational qualification and it was followed by OBC, ST and SC

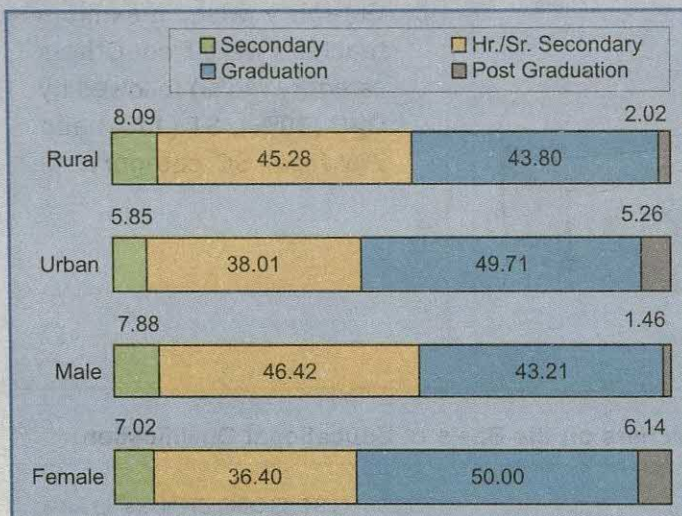


Category wise Distribution of Teachers on the Basis of Professional Qualification



- About 55% teachers did not have any professional qualification
- Only 14% teachers had graduate level training
- About 30% to 37% teachers from ST, OBC and Others category had certificate or diploma in elementary education

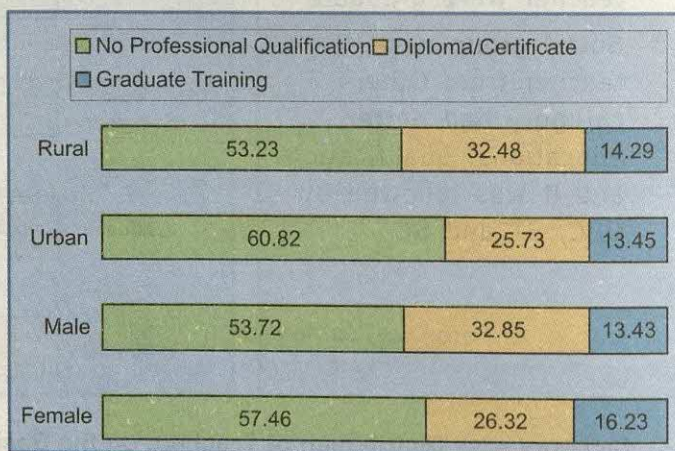
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



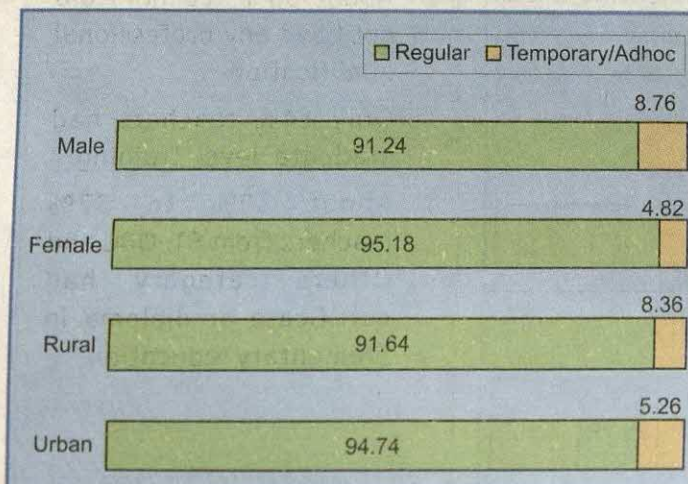
- About 50% teachers from urban area were graduate as compared to 44% from rural area
- Teachers from urban area and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 26% to 33% of teachers had certificate or diploma in elementary education
- More female and rural teachers had graduate level training

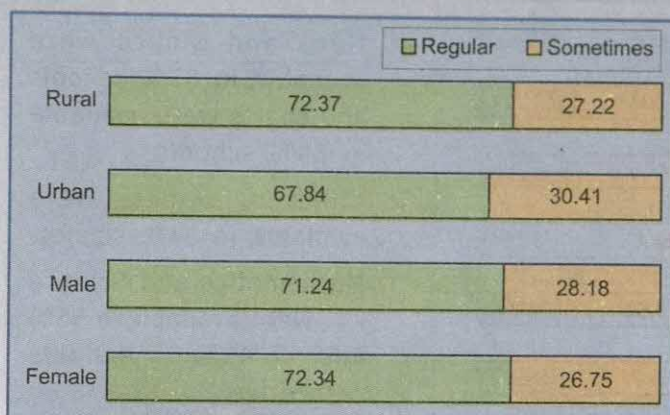


Employment Status of Teachers



- Irrespective of gender and area, 91% to 95% teachers were in regular position
- More teachers from urban area and female teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



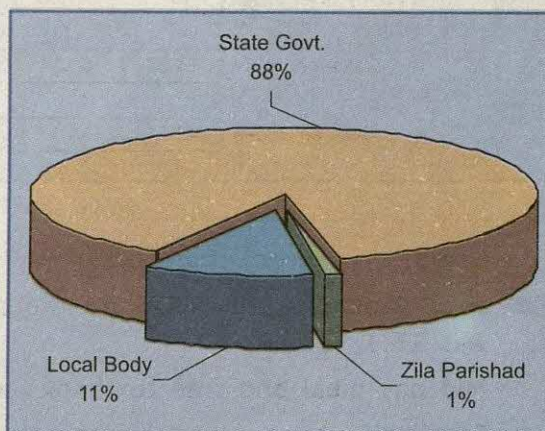
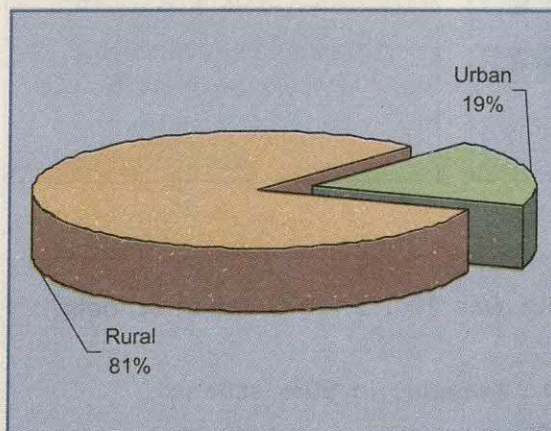
➤ About 72% rural teachers revealed that they assigned regular homework to children as compared to 68% urban teachers

Other Trends

- Average teaching experience of teachers was 13 years
- Nearly 53% training programme were conducted in Cluster Resource Centres and only 10% by SIE/SCERTs
- Teachers diary was being maintained by 59% teachers
- About 32% teacher studied Mathematics up to graduate level. For Language and Social Science it was 27% and 28% respectively

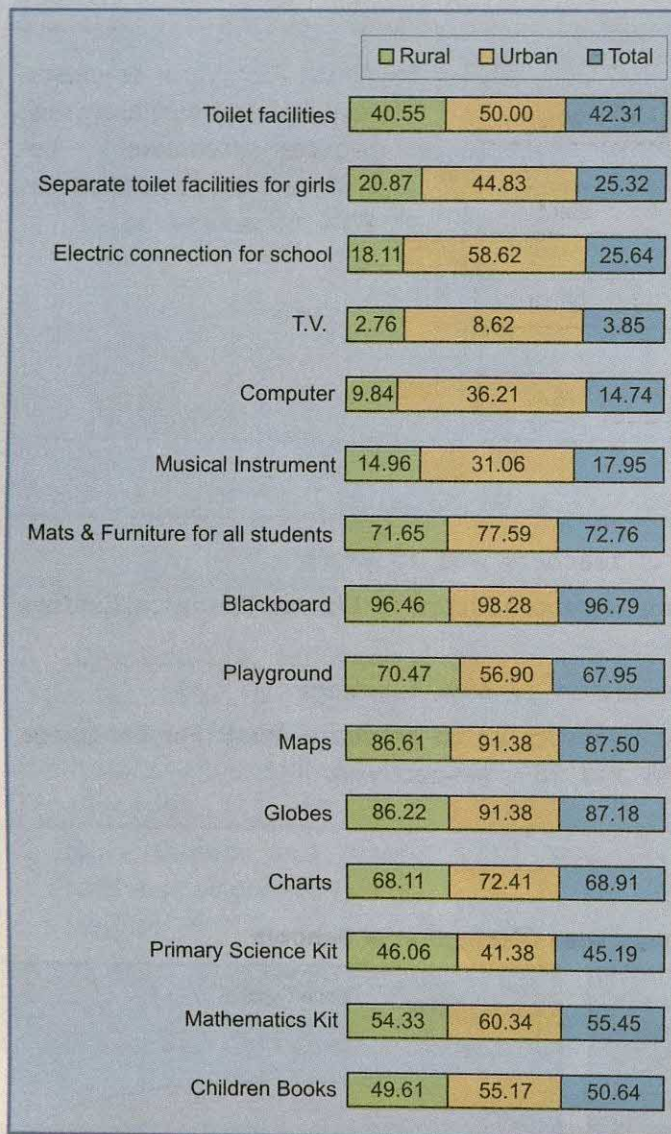
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 312 sampled schools, 81% were from rural area and 19% from urban area
- Management wise, 88% schools were managed by state government, 11% by local body and remaining 1% by Zila Parishad

Availability of School Resources



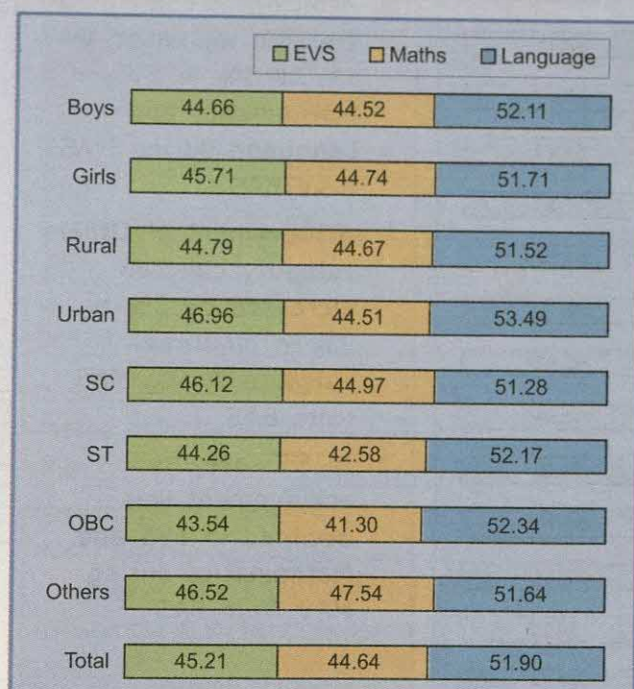
- Maps and globes were available in 87% schools and charts were available in 69% schools
- Children books were available in 51% schools
- Mathematics and Science kits were available in 55% and 45% schools respectively
- Television was available in 4% schools and computers were found in 15% schools
- Separate toilet facility for girls was available in 25% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio (PTR) for the state was 20:1 and for urban schools it was 16:1
- Mid day meal and free textbooks were available in 90% schools
- Free uniform was available in only 4% schools
- Average number of working days was 223 days with 7 periods a day
- Parent teacher associations were existing in 48% schools and VEC/AEC/SMC were in 98% schools

LEARNING ACHIEVEMENT

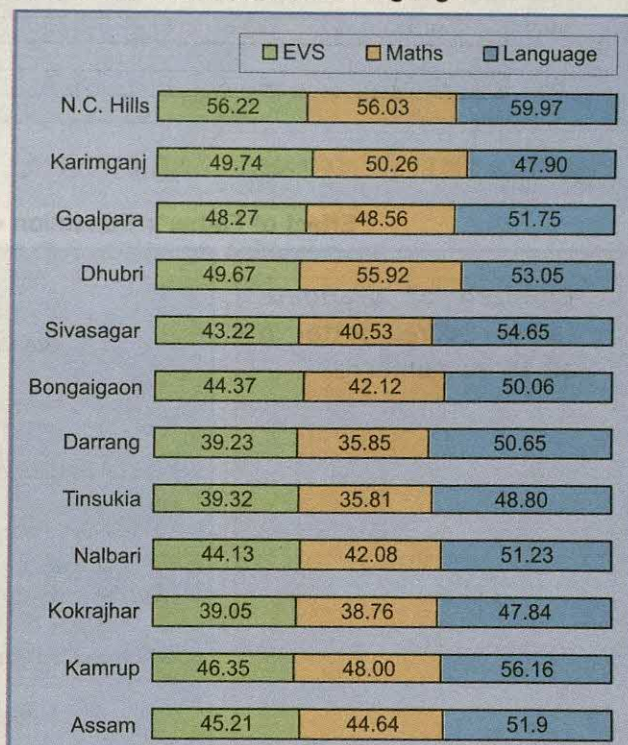
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



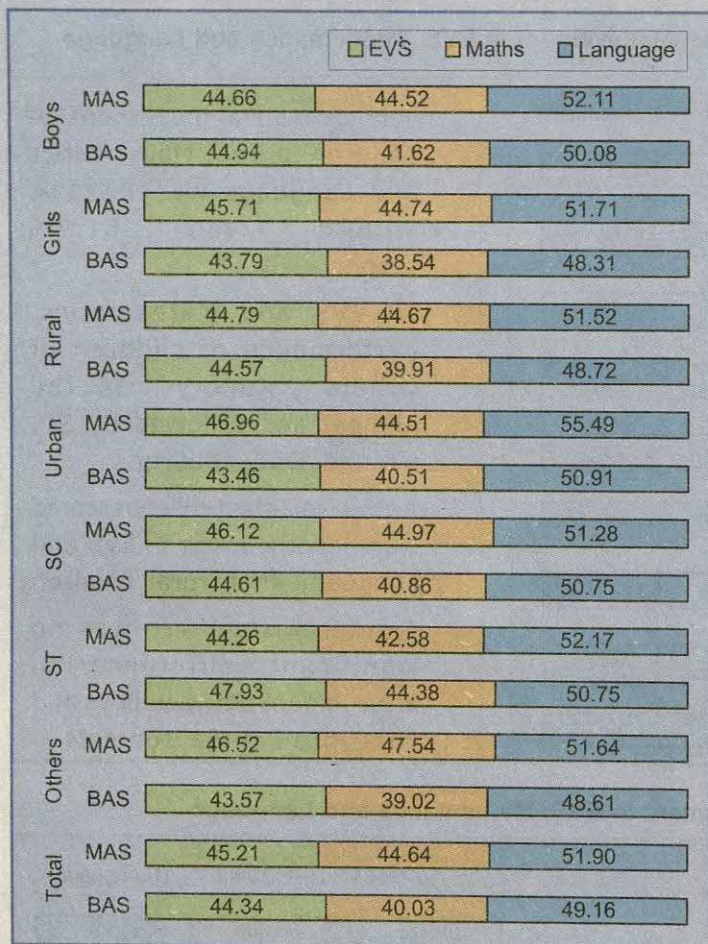
- The overall achievement of children in EVS, Mathematics and Language was 45.21%, 44.64% and 51.9% respectively
- In EVS and Mathematics, performance of children of Others category was the highest and followed by SC, ST and OBC children
- Area wise, urban children scored significantly better in EVS and Language than rural children
- Gender wise, there was no significant difference in achievement between boys and girls in all three subjects

District wise Achievement in EVS, Mathematics and Language

- Children of NC Hills districts performed better among the districts in all three subjects
- Children of Kokrajhar performed poorly in EVS and Language and Tinsukia in Mathematics



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

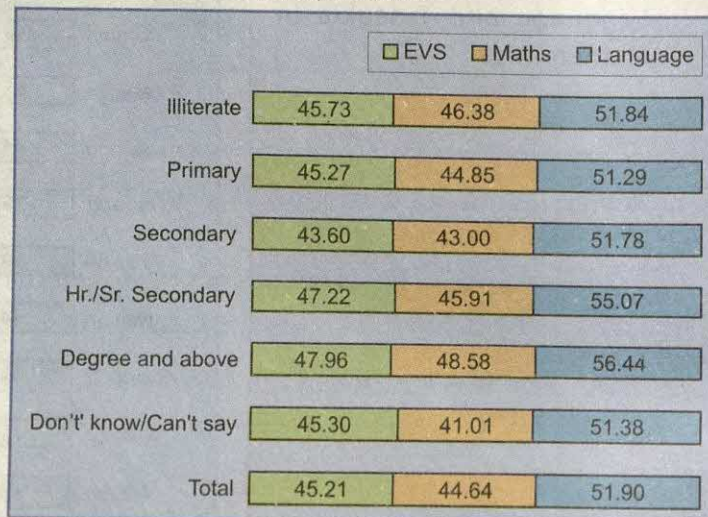


- Achievement of children increased by 1% to 5% in EVS, Mathematics and Language during MAS from BAS
- Achievement of Others category children increased by 3% to 9% in all three subjects during MAS from BAS
- In ST category achievement was declined in EVS and Mathematics during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of graduate fathers scored better in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	44.32	45.10	50.86
Primary	45.34	44.77	52.26
Secondary	46.52	44.52	54.34
Hr./Sr. Secondary	44.76	44.47	56.92
Degree and above	51.19	52.22	57.22
Don't know/can't say	45.76	41.27	53.24
Total	45.21	44.64	51.90

- Children of graduate mothers scored better in all three subjects
- Mothers educational status had shown a positive trend on achievement of children in Language

Effect of Father's Occupation on Achievement

- Children of fathers who were manager scored better in all three subjects

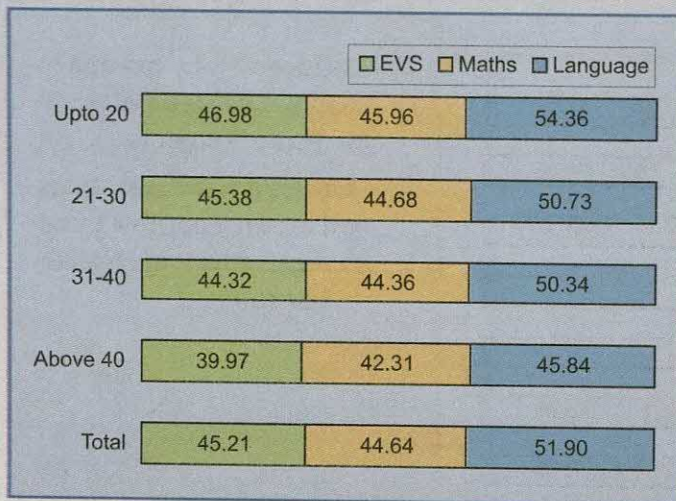
	EVS	Maths	Language
Farmer	45.54	45.78	52.32
Unskilled Labourer	44.76	43.46	50.52
Skilled	45.84	44.74	53.33
Shopkeeper	44.32	44.06	51.01
Manager	47.49	48.29	54.44
Other	44.32	42.13	52.03
Total	45.21	44.64	51.90

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	44.92	44.45	51.72
Farmer	56.44	53.06	59.14
Unskilled Labourer	44.89	43.92	49.36
Skilled	46.10	44.19	51.99
Shopkeeper	44.78	42.00	55.68
Manager	50.53	48.21	59.58
Other	36.38	44.74	54.97
Total	45.21	44.64	51.90

- Children of mothers who were farmer performed reasonably well in all three subjects

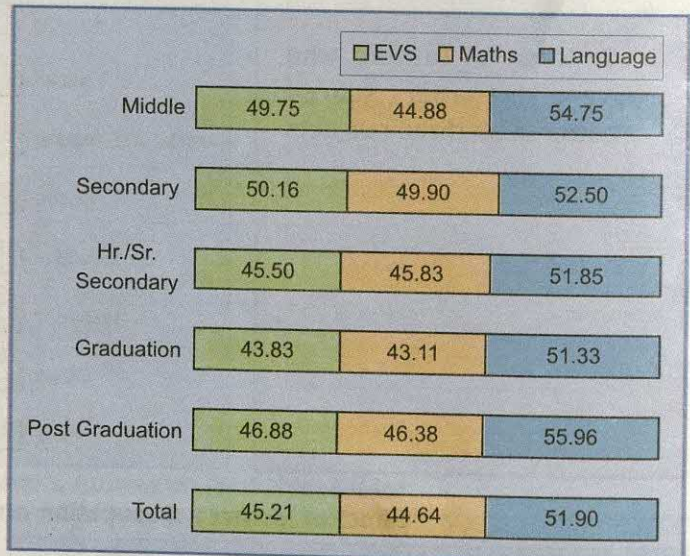
Effect of Pupil Teacher Ratio on Achievement



⇒ Children performed better in all three subjects when PTR was up to 20

Effect of Teacher's Educational Qualification on Achievement

⇒ Achievement in EVS and Mathematics was better when children were taught by teachers of secondary level education qualification



Other Trends

- ⇒ Children performed significantly better in Language when they took private tuition
- ⇒ Learning achievement of children was significantly better when they helped by family member in academic activities
- ⇒ Children of 9-10 years age scored better than both younger and older children in all three subjects
- ⇒ Children performed significantly better when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	45.21	-	47.07	-	53.652	-
Infrastructure Index	0.499	0.05	0.128	0.01	0.347	0.03
Instructional Facility Index	0.408	0.02	1.242**	0.03	0.598	0.04
Auxiliary Facility Index	0.10	0.02	0.402	0.02	0.528	0.04
Human Resource Index	1.046**	0.03	3.180**	0.08	2.350**	0.07*
Community Participation Index	1.782**	0.01	2.026**	0.06	1.410**	0.05
Inspection of Schools	2.505**	0.07*	2.231**	0.06	1.992**	0.05
R^2	0.028		0.058		0.037	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 2.8% in EVS, 5.8% in Mathematics and 3.7% in Language
- Inspection of schools, community participation and more number of teachers had significant impact on EVS and Language achievement
- Inspection of schools, instructional facilities in schools, community participation and more number of teachers had maximum impact on Mathematics achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	45.64	-	44.760	-	51.78	-
Teacher Efficiency Index	0.282	0.03	1.030**	0.07*	0.234	0.02
Teacher Professionalism Index	1.041**	0.08*	0.454	0.04	0.213	0.02
R^2	0.04		0.027		0.01	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 4% in EVS, 2.7% in Mathematics and 1% in Language achievement
- Teacher professionalism contributed significantly on EVS achievement and teachers efficiency (educational and professional qualification, experience and in service training) contributed significantly on Mathematics achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	45.22	-	44.59	-	52.105	-
Socio-economic Index	0.149	0.03	0.276	0.01	0.869*	0.08**
Supplementary Helping Index	0.130	0.02	1.606*	0.05**	2.225**	0.13**
Student Attendance	0.216	0.01	0.45	0.032	0.117	0.04*
Distance from Home to School	-0.117	-0.03	-0.17	-0.02	-0.148	-0.03
R^2	0.02		0.03		0.017	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2% in EVS, 3% in Mathematics and 1.7% in Language achievement
- Supplementary help in academic activities from family members contributed significantly on Mathematics achievement
- Supplementary help from family in academic and socio-economic status of children had contributed significantly in Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in HCF/LCM, measurement, fraction & decimal, per cent and geometry
- In Language, learning difficulties were found in comprehension of story

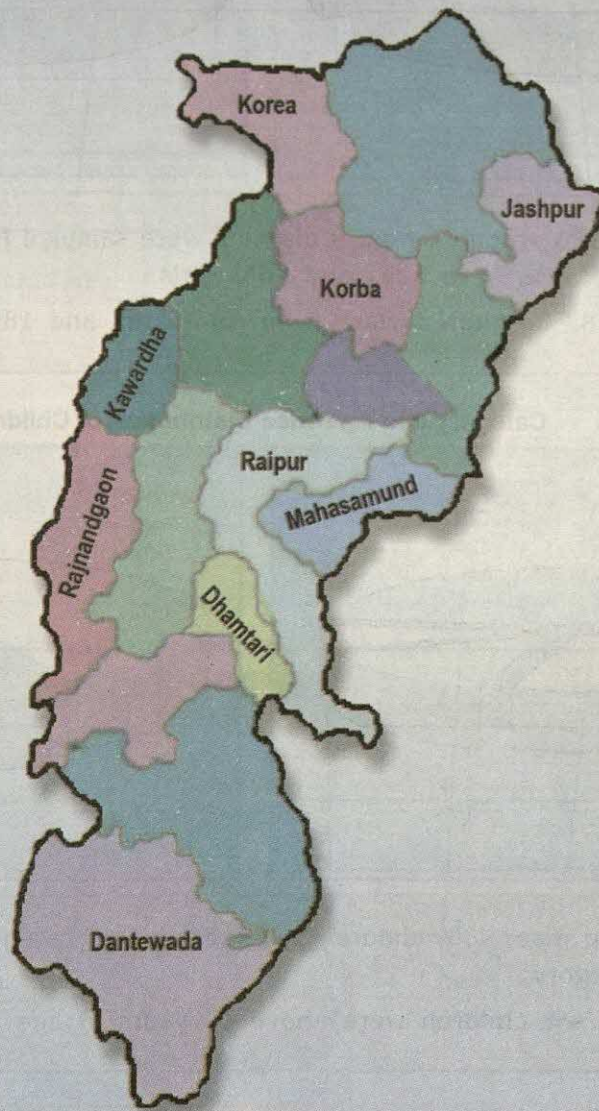
TEST CHARACTERISTICS

- About 37% items in EVS and Language, 62% items in Mathematics were found difficult
- Nearly 80% items in EVS, 93% items in Mathematics and 63% items in Language had good discriminative power
- All three tests had good reliability coefficient ranging from 0.71 to 0.86

OTHER TRENDS

- About 48% children in EVS, 52% children in Mathematics and 22% children in Language scored less than 40% marks
- About 3% children in EVS, 5% children in Mathematics and 1% children in Language scored more than 80% marks
- In Mathematics, children performed comparatively better in fundamental operations and average
- In Language, children performed better in spelling
- In descriptive questions of Language, only 3.5% children scored 10 out of 10 and 31% children scored zero

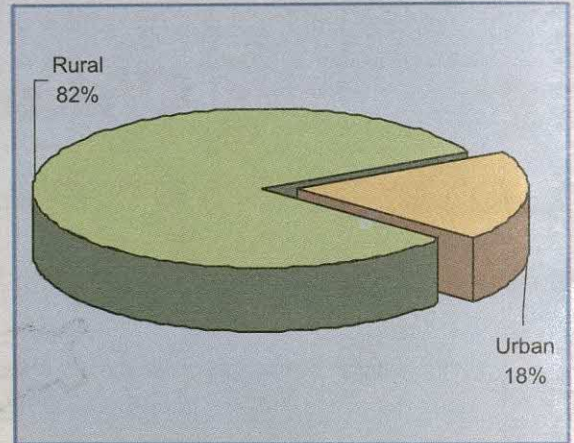
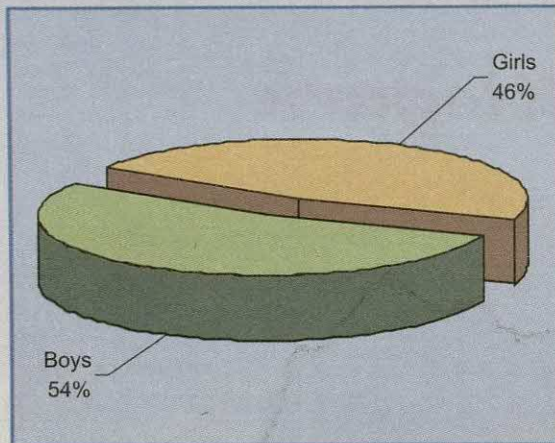
Chhattisgarh



PROFILES

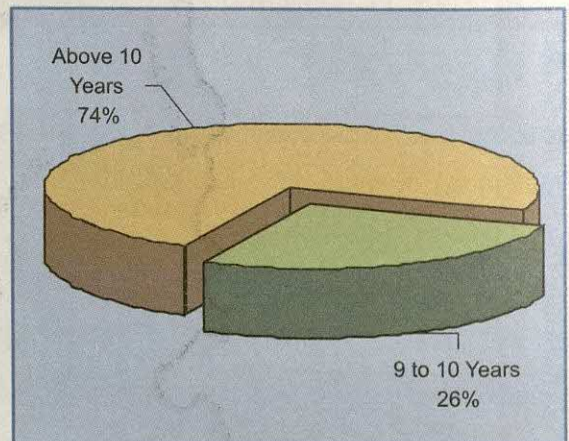
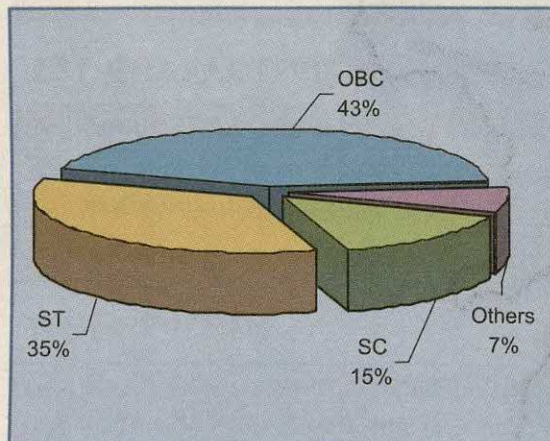
PUPIL

Gender and Area wise Distribution of Children



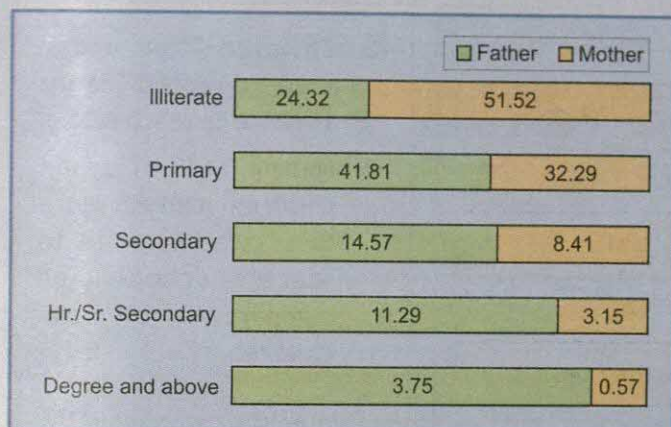
- A total of 2985 students from 9 districts were sampled from the state. Within the sample, 54% were boys and 46% girls
- Area wise, 82% children were from rural area and 18% from urban area

Category and Age wise Distribution of Children



- Social group wise, 43% children belonged to OBC category and only 7% from Others category
- Age wise, 74% children were above 10 years of age

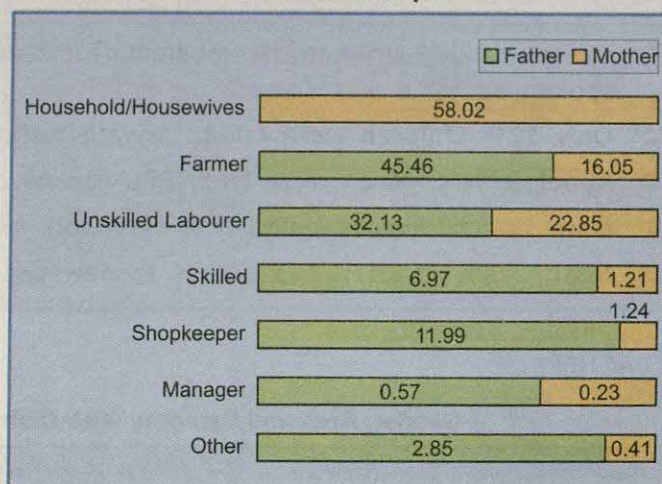
Distribution of Students on the Basis of Parents' Education



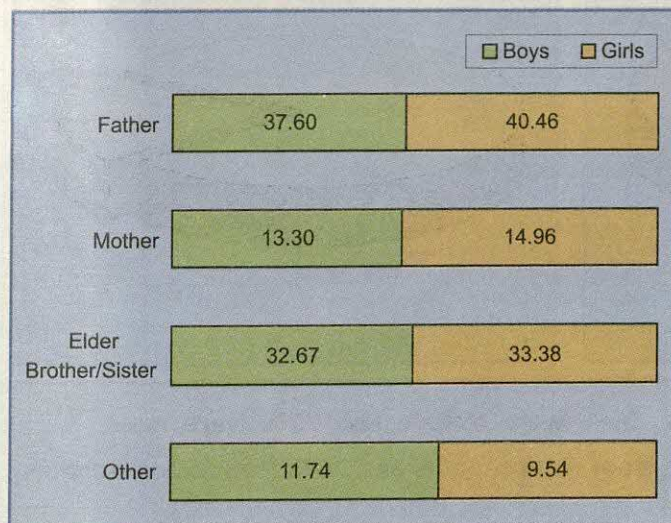
- Regarding educational status, 52% mothers were illiterate as against 24% of fathers
- Only 4% fathers studied up to degree and above level and for mothers it was only 0.6%

Distribution of Students on the Basis of Parents' Occupation

- Nearly 45% fathers were engaged in farming activities and it was followed by unskilled labourer (32%)
- About 58% mothers were housewives
- Only 0.6% fathers and 0.2% mothers were manager

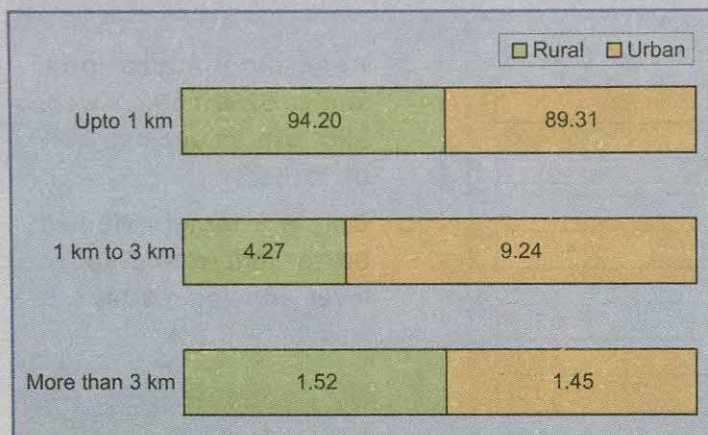


Academic Assistance Received from Family Members



- Irrespective of gender, fathers provided more academic help to their children and the trend was followed by elder peers and mothers
- Girls were getting more help from family members than boys

Distance of School from Home



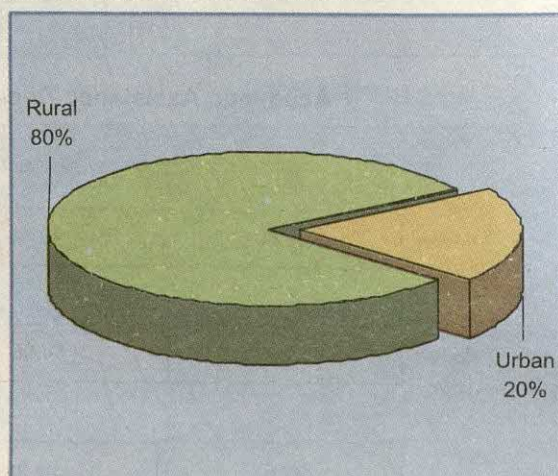
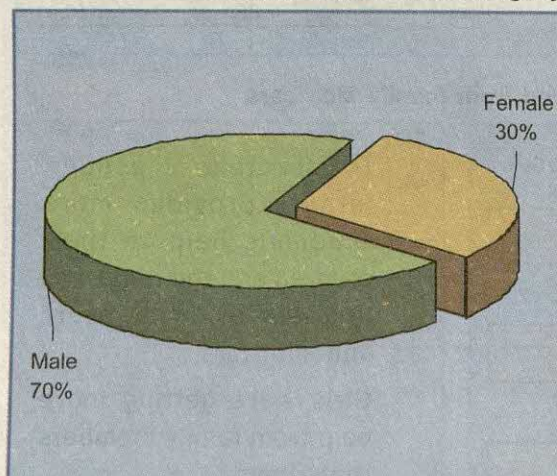
- Children from urban area covered more distance to reach school
- Nearly 11% of urban children walked more than one kilometre to reach school as compared to 6% rural children

Other Trends

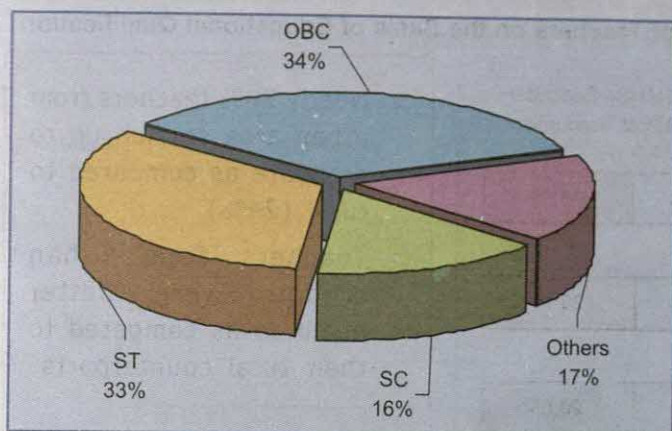
- In case of 28% children, the medium of instruction in school and the language spoken at home was same
- Only 12% children were taking private tuition
- About 37% children were from BPL (Below poverty Line) families
- Only 3% children revealed that classwork was checked by teacher
- Nearly 70% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



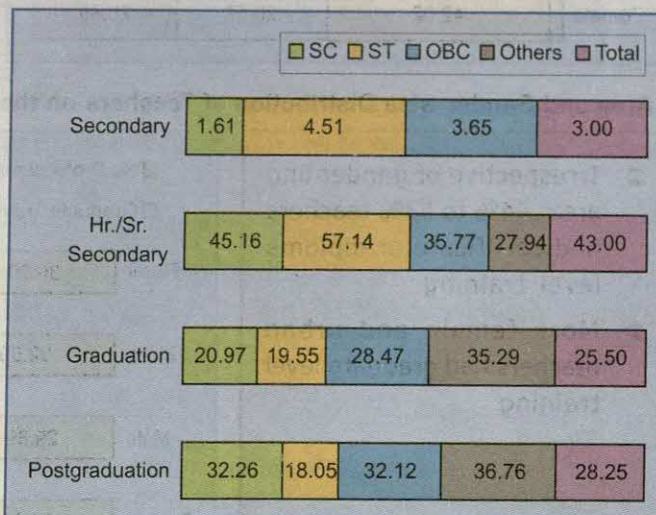
- Out of 400 sampled teachers, 30% were female and 70% were male
- Area wise, 80% teachers were from rural schools and 20% from urban schools



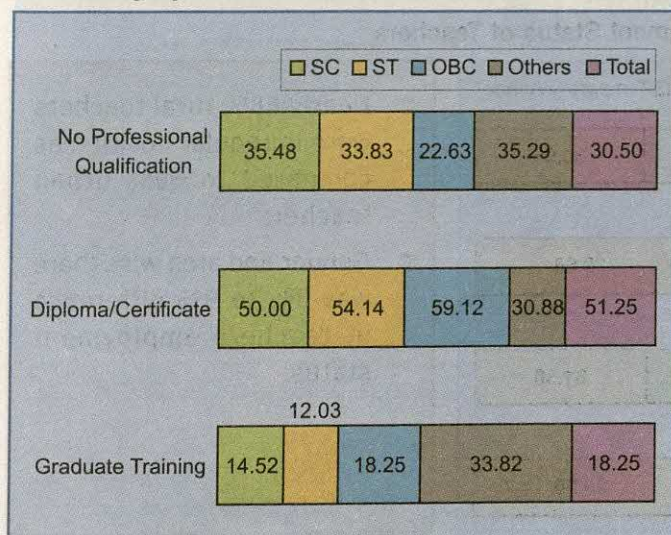
- Category wise, maximum teachers were from OBC category (34%) followed by ST (33%), Others (17%) and 16% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From OBC, SC and ST categories, maximum teachers were studied up to higher secondary level
- Social group wise, teacher from Others category were better educated and the trend was followed by OBC, SC and ST

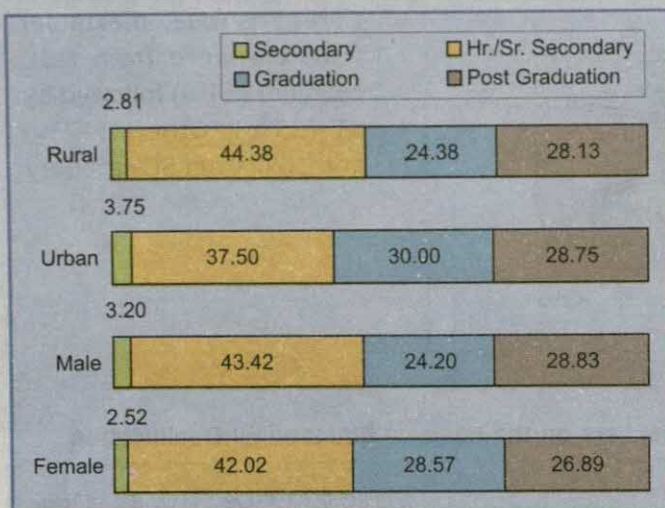


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Nearly 18% teachers had graduate level training
- Maximum teachers from ST, SC and OBC categories had certificate or diploma level training
- About 31% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



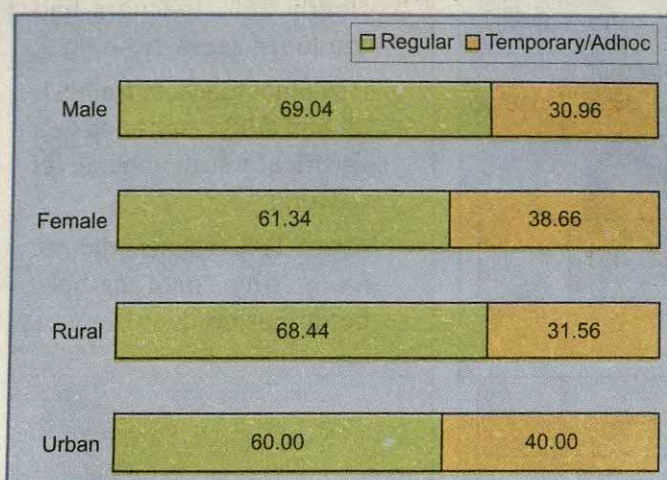
- Nearly 30% teachers from urban area studied up to graduate as compared to rural (24%)
- Teachers from urban schools were better qualified as compared to their rural counterparts

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 44% to 53% teachers had certificate or diploma level training
- More female and urban teachers had graduate level training

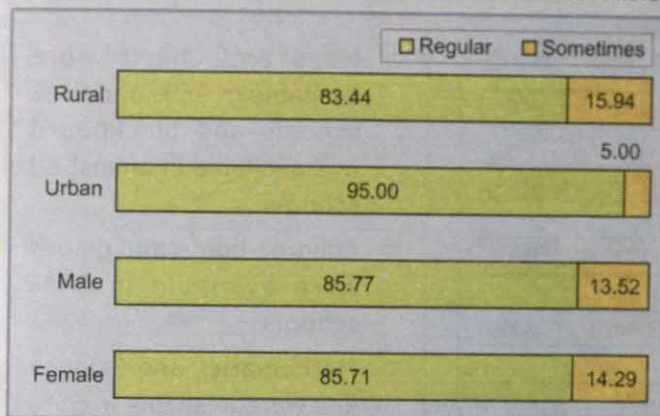


Employment Status of Teachers



- Nearly 68% rural teachers were in regular position as compared to 60% urban teachers
- Gender and area wise there was 8% to 9% difference in teachers employment status

Distribution of Teachers on the Basis of Giving Homework



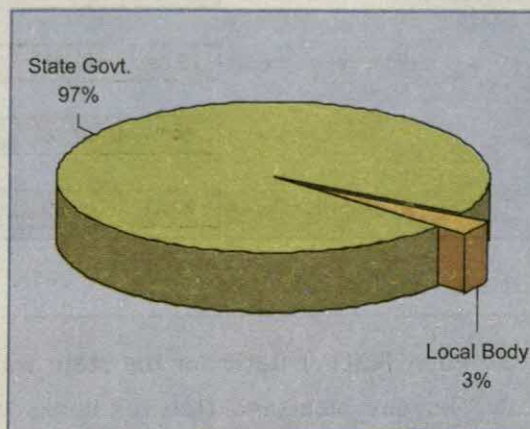
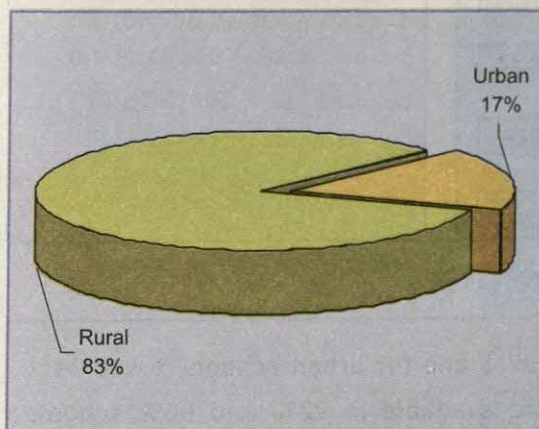
➤ Nearly 95% urban teachers revealed that they assigned regular homework to children as compared to 83% rural teachers

Other Trends

- Average teaching experience of teachers was 14 years
- Majority (83%) of training programme were conducted in Block Resource Centre and only 2% conducted by SIE/SCERT
- Teachers diary was being maintained by 87% teachers
- About 11% teacher studied Mathematics up to graduation and above level as for Language and Social Science it was 33% and 15% respectively

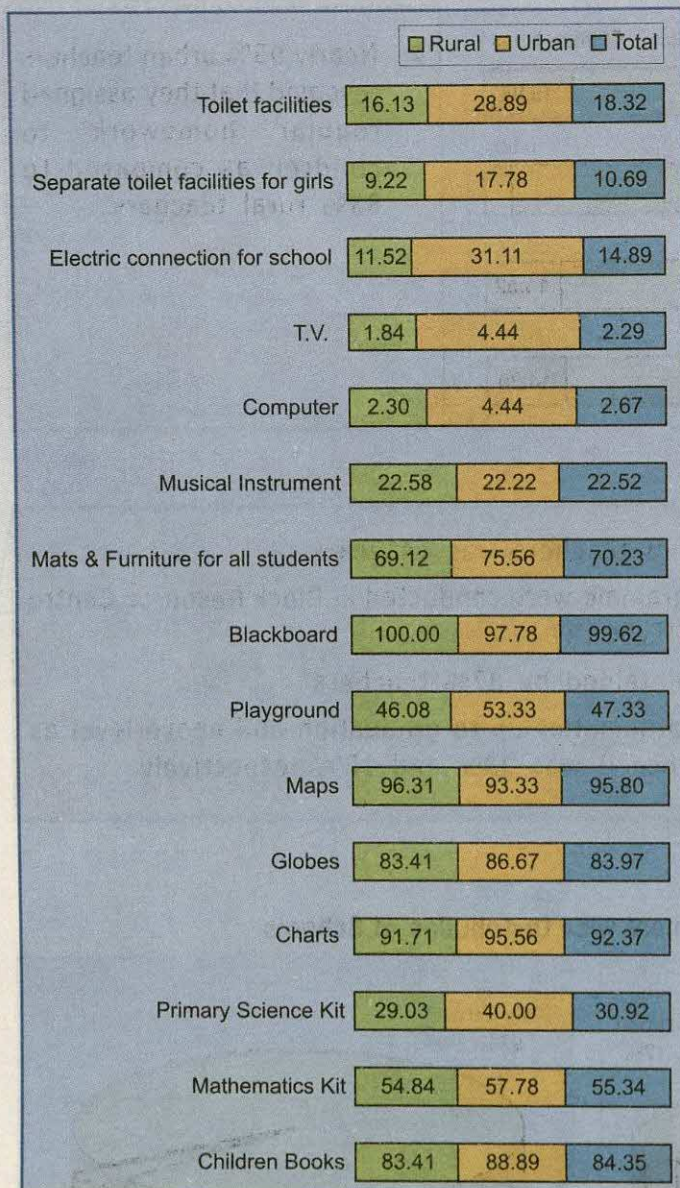
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 262 sampled schools, 83% were from rural area and 17% from urban area
- Management wise, 97% schools managed by state government and remaining 3% by local body

Availability of School Resources



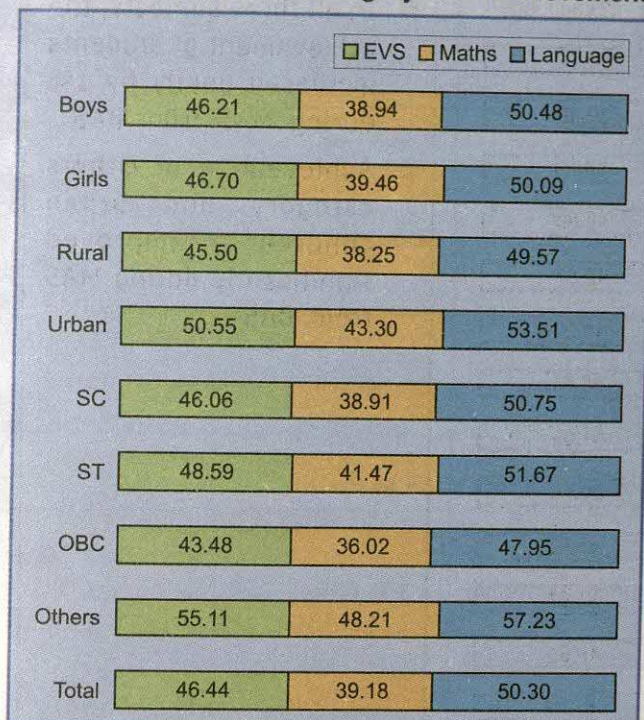
- Maps and charts were available in 96% and 92% schools and blackboard was available in almost all schools
- Children books and globes were available in 84% schools
- Mathematics and Science kits were available in 55% and 31% schools respectively
- Television and computer were available in 2% to 3% schools
- Separate toilet facility for girls was available in 11% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio for the state was 37:1 and for urban schools it was 34:1
- Mid day meal and free textbooks were available in 92% and 96% schools respectively
- Average number of working days was 212 days with 6 periods a day
- Parent teacher associations were existing in 63% schools and VEC/AEC/SMC were in 93% schools

LEARNING ACHIEVEMENT

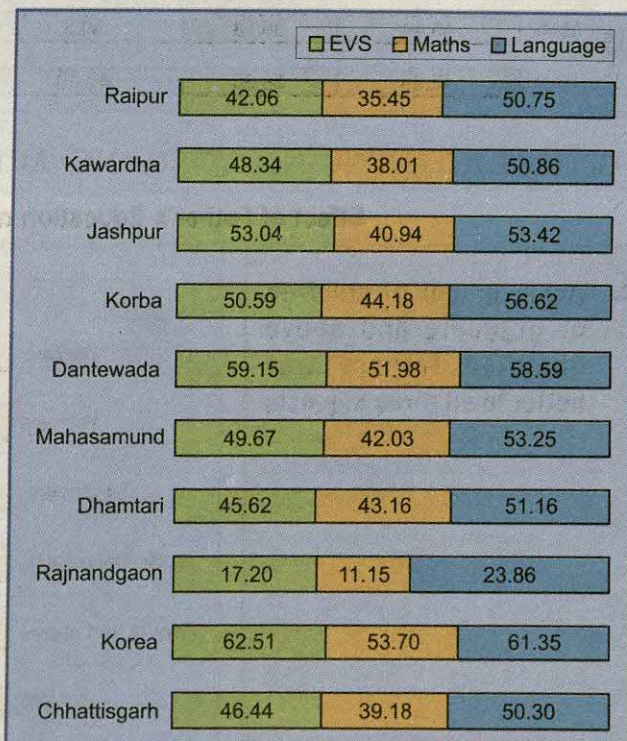
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



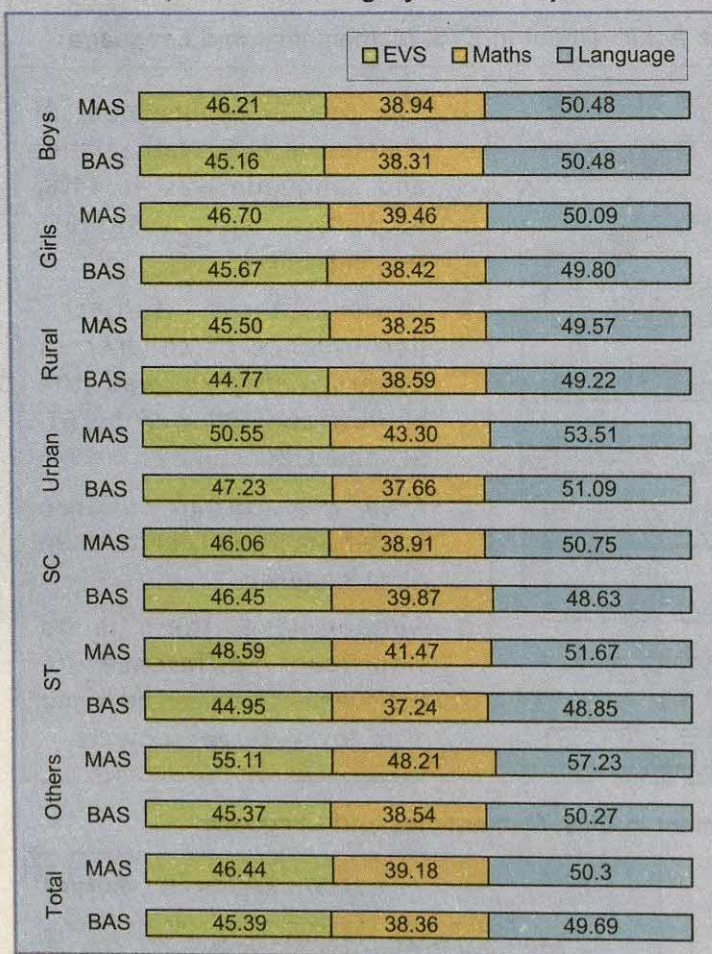
- The overall achievement of children in EVS, Mathematics and Language was 46.44%, 39.18% and 50.30% respectively
- In all three subjects, performance of children of Others category was the highest and followed by ST, SC and OBC children
- Area wise, urban children scored significantly better than rural children
- Gender wise, there is no significant difference in achievement between boys and girls in all three subjects

District wise Achievement in EVS, Mathematics and Language

- Children of Koriya district performed better among the districts in all three subjects
- Children of Rajnandgaon district performed poorly in all three subjects



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

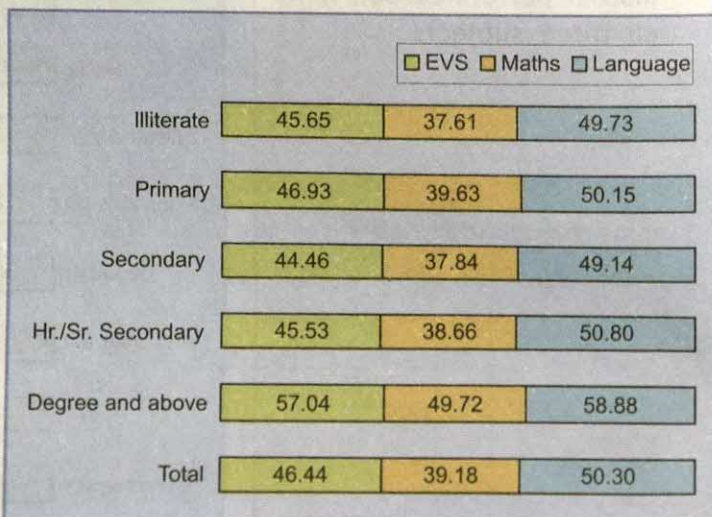


- In all three subjects, the achievement of students increased nearly by 1% during MAS from BAS
- Achievement of Others category and urban children improved significantly during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Achievement of children of graduate and above qualified fathers was better in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	46.31	38.75	50.19
Primary	46.55	39.05	50.16
Secondary	47.15	40.69	51.40
Hr./Sr. Secondary	48.19	40.87	50.68
Degree and above	55.41	50.00	60.82
Total	46.44	39.18	50.30

- Children of graduate mothers scored better in all three subjects
- Mothers educational status had shown a positive influence on achievement of children in EVS and mathematics

Effect of Father's Occupation on Achievement

- Children of fathers who were skilled workers scored better in all three subjects
- Occupation of fathers influenced achievement of children

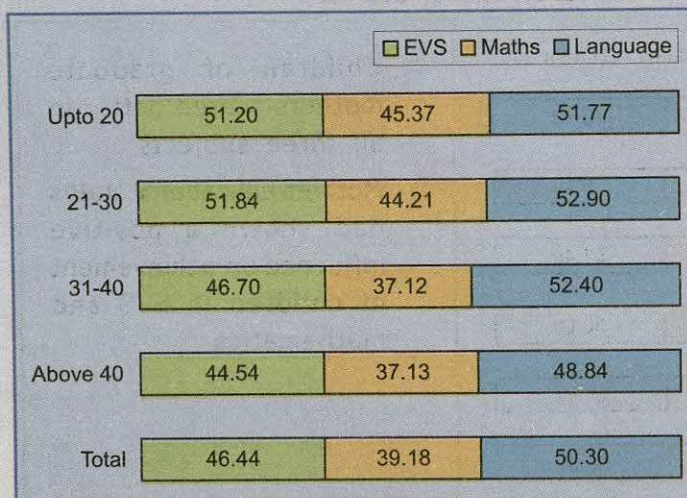
	EVS	Maths	Language
Farmer	44.27	37.93	48.02
Unskilled Labourer	46.62	37.88	50.25
Skilled	58.37	51.77	60.88
Shopkeeper	46.66	39.86	52.12
Manager	52.71	40.00	52.71
Other	47.45	40.25	53.34
Total	46.44	39.18	50.30

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	50.30	42.65	53.04
Farmer	38.45	34.26	44.52
Unskilled Labourer	42.15	33.84	46.85
Skilled	53.36	42.33	56.50
Shopkeeper	43.62	35.51	53.14
Manager	48.57	43.71	51.29
Other	38.08	37.83	53.08
Total	46.44	39.18	50.30

- Children of skilled mothers performed reasonably well in EVS and Language
- Occupation of mothers influenced achievement of children

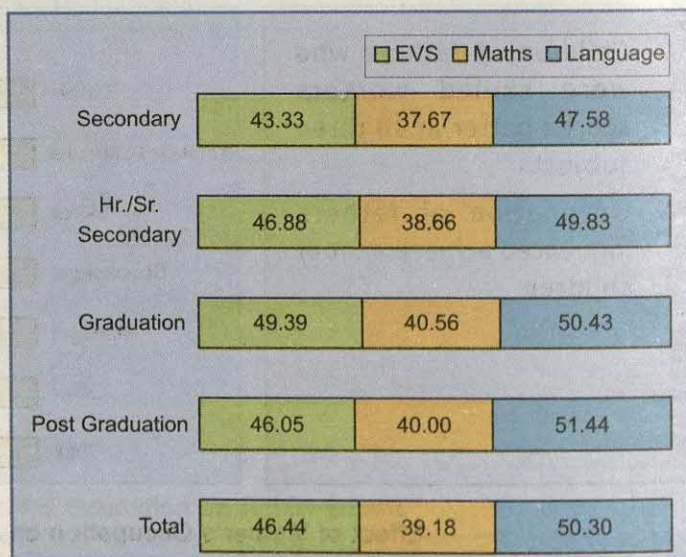
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Language when the PTR was up to 30:1
- Children performed better in Mathematics when the PTR was 20:1

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was better when children taught by teachers of graduation or above level educational background



Other Trends

- Children performed significantly better when they took private tuition
- Learning achievement of children was marginally better when they helped by family member in academic activities
- Younger children (9-10 years) scored better than older children in all three subjects
- Children performed significantly better when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	43.61	-	35.26	-	46.05	-
Infrastructure Index	0.545	0.03	0.807	0.05	0.605	0.03
Instructional Facility Index	1.513*	0.07	1.267*	0.07	1.267*	0.08*
Auxiliary Facility Index	0.246	0.07	0.922	0.06	0.692	0.07
Human Resource Index	1.863*	0.08*	3.818**	0.14**	2.178*	0.11**
Community Participation Index	1.206*	0.07	1.888*	0.07	1.692*	0.06
Inspection of Schools	2.927*	0.09*	1.768*	0.08*	3.152**	0.1**
R^2	0.032		0.06		0.05	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 3.2% in EVS, 6% in Mathematics and 5% in Language
- Inspection of schools instructional facilities in schools community participation and more number of teachers had significant impact on achievement in EVS, Mathematics and Language

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	47.301	-	36.57	-	48.59	-
Teacher Efficiency Index	5.350**	0.11	4.740**	0.09	3.548**	0.08
Teacher Professionalism Index	4.652**	0.09	4.121**	0.09	4.372**	0.09
R^2	0.036		0.03		0.037	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain only about 3.6% in EVS, 3% in Mathematics and 3.7 % in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teachers professionalism contributed significantly on achievement in EVS, Mathematics and Language

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	47.15	-	36.88	-	45.58	-
Socio-economic Index	1.432*	0.07**	2.038*	0.1**	1.414*	0.08**
Supplementary Helping Index	5.673**	0.147**	3.857**	0.19**	5.109**	0.123**
Student Attendance	0.178	0.02	0.117	0.04	0.148	0.03
Distance from Home to School	-0.103	-0.01	-0.013	-0.02	-0.167	-0.02
R^2	0.03		0.04		0.03	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 3% in EVS, 4% in Mathematics and 3% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly to EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in all three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in HCF/LCM, measurement, fraction & decimal, percentage and geometry
- In Language, learning difficulties were found in comprehension of story

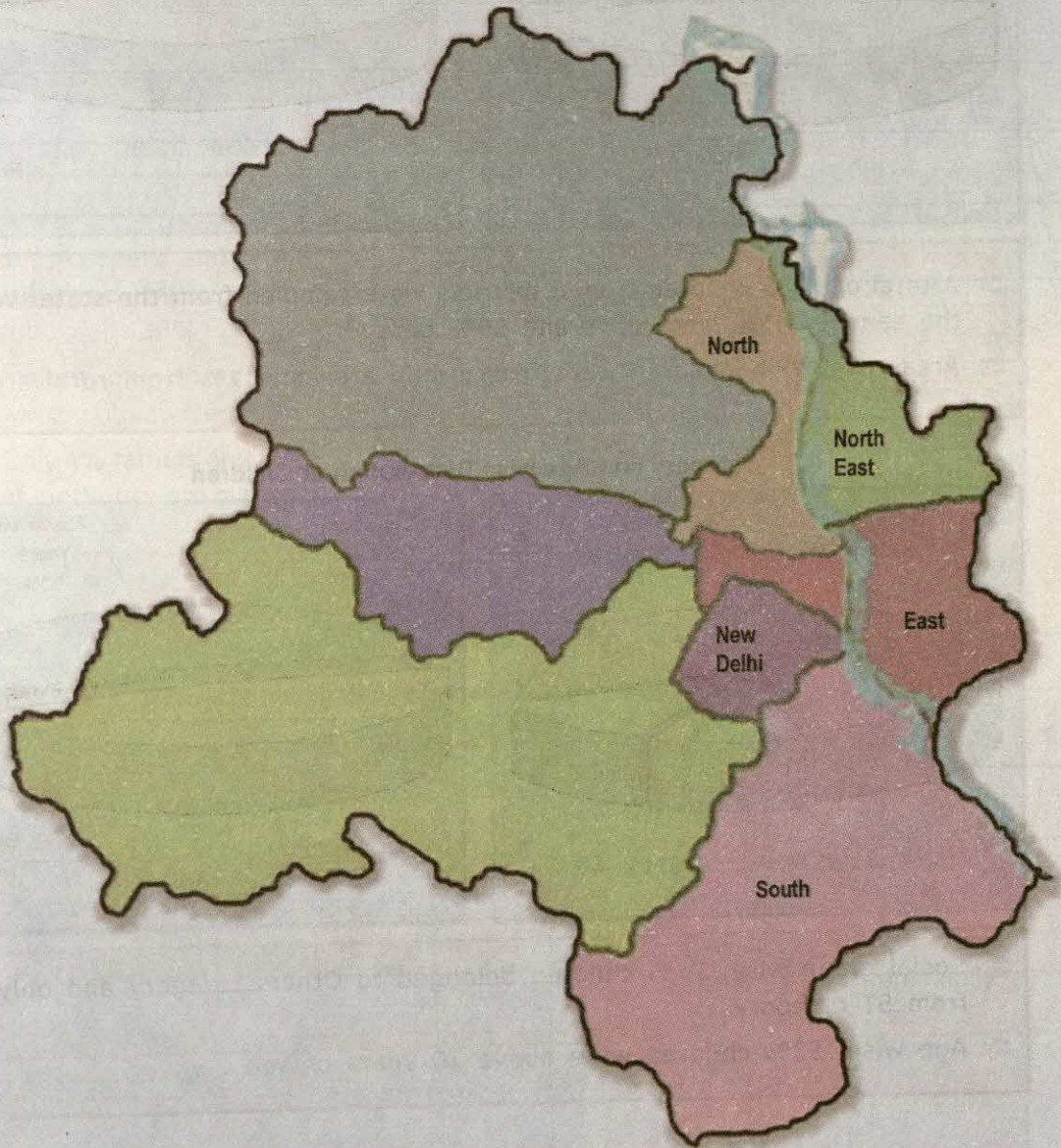
TEST CHARACTERISTICS

- About 65% items in EVS, 85% items in Mathematics and 52% items in Language found difficult
- Nearly 90% items in EVS, 73% items in Mathematics and 79% items in Language had good discriminative power
- All three tests had good reliability coefficient ranging from 0.79 to 0.88

OTHER TRENDS

- Nearly 45% children in EVS, 58% children in Mathematics and 34% children in Language scored less than 40% marks
- About 9% children in EVS, 3% children in Mathematics and 6% children in Language scored more than 80% marks
- In Mathematics, children performed comparatively better in fundamental operations, simple interest and average
- In Language, children performed fairly good in spelling and vocabulary
- In descriptive questions of Language, 10% children scored 10 out of 10 and 31% children scored zero

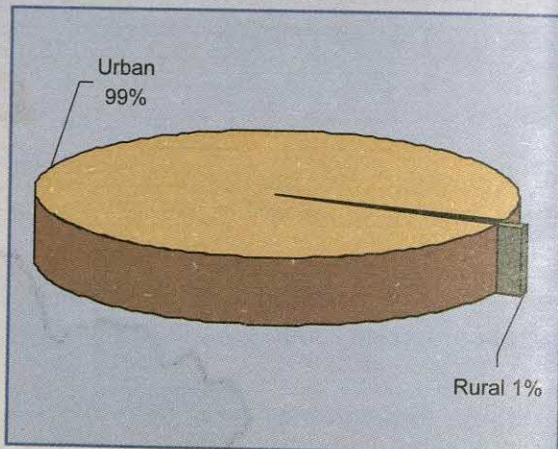
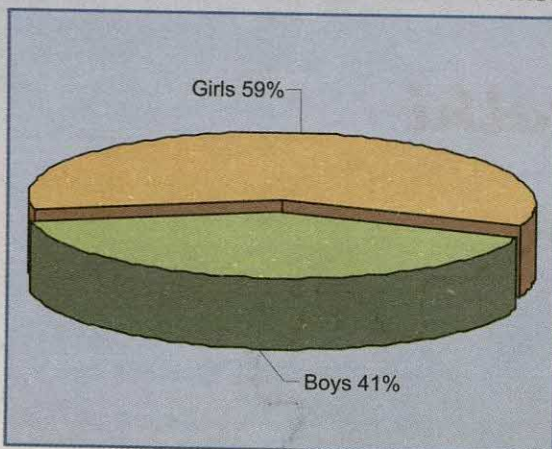
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PROFILES

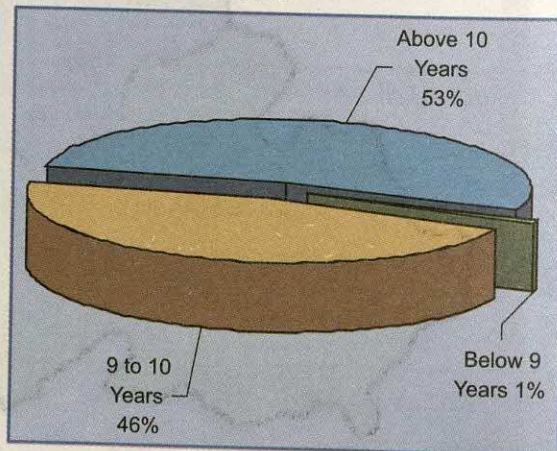
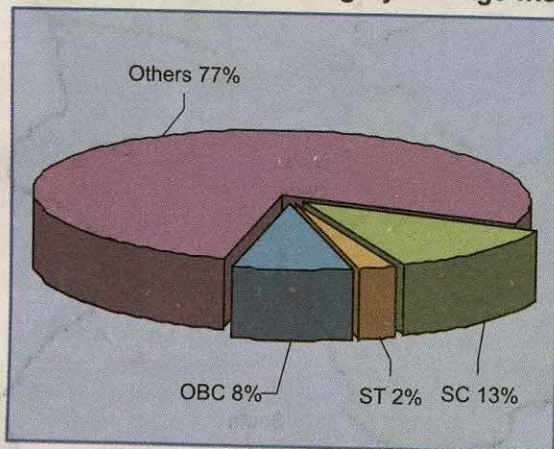
PUPIL

Gender and Area wise Distribution of Children



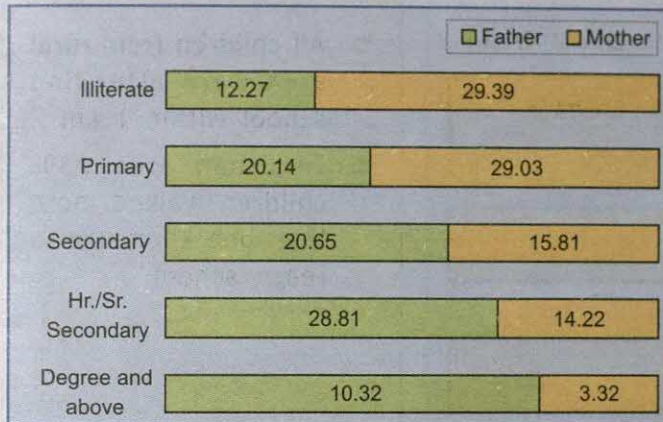
- A total of 1385 children from 5 districts were sampled from the state. Within the sample, 41% were boys and 59% girls
- Area wise, 99% children were from urban area and 1% from rural area

Category and Age wise Distribution of Children



- Social group wise, 77% children belonged to Others category and only 2% from ST category
- Age wise, 53% children were above 10 years of age

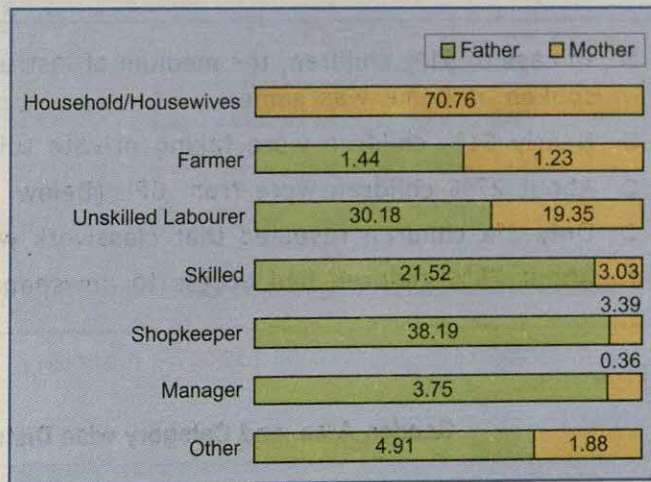
Distribution of Students on the Basis of Parents' Education



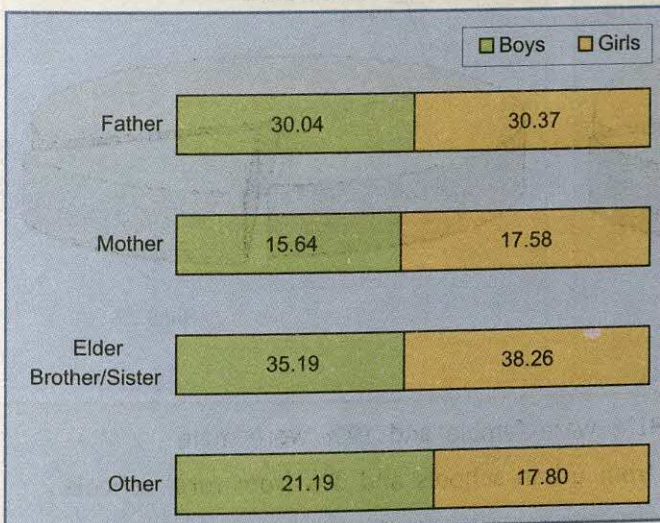
- Regarding educational status, 29% mothers were illiterate as against 12% of fathers
- Nearly 10% fathers studied up to degree and above level and for mothers it was only 3%

Distribution of Students on the Basis of Parents' Occupation

- About 38% fathers were shopkeepers and it was followed by unskilled labourer (30%)
- Majority of mothers (71%) were housewives
- Only 4% fathers and 0.4% of mothers were manager

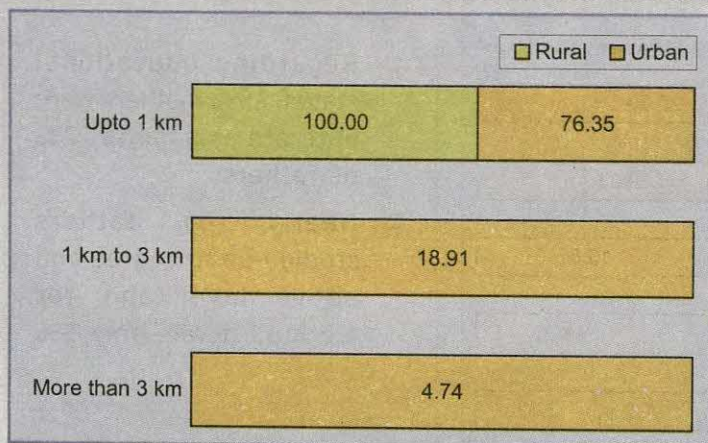


Academic Assistance Received from Family Members



- Irrespective of gender, elder brother and sister provided more academic help and the trend was followed by fathers
- Girls were getting more academic help from family members than boys

Distance of School from Home



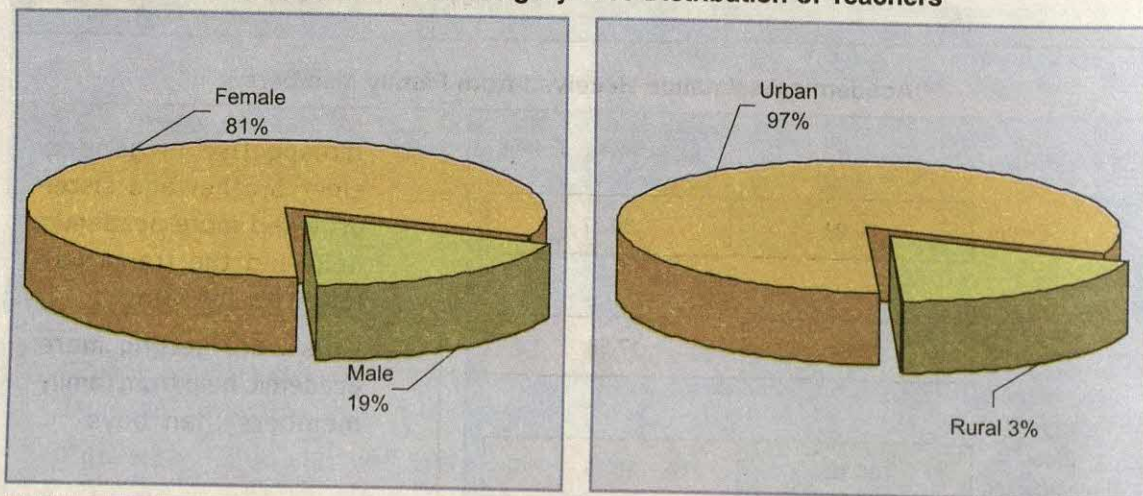
- All children from rural area were attending school within 1 km
- In urban area 23% children walked more than one kilometre to reach school

Other Trends

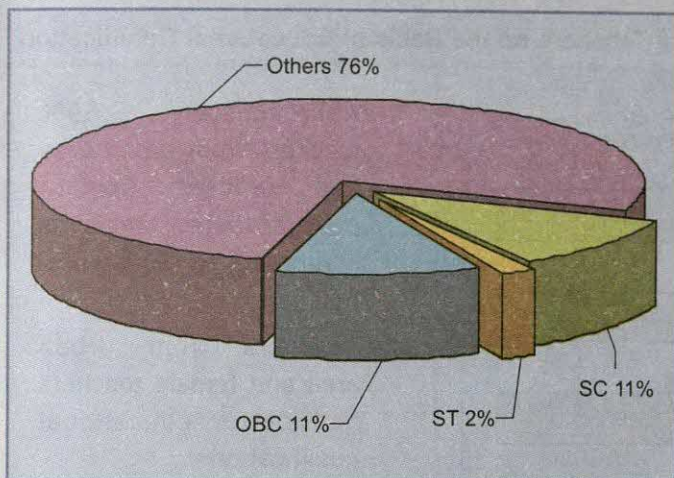
- In case of 91% children, the medium of instruction in school and the language spoken at home was same
- Nearly 51% children were taking private tuition
- About 27% children were from BPL (Below Poverty Line) families
- Only 3% children revealed that classwork was checked by teacher
- About 75% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



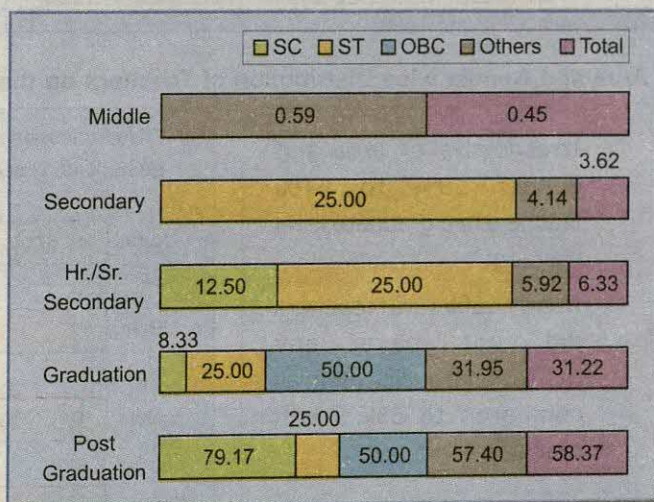
- Out of 221 sampled teachers, 81% were female and 19% were male
- Area wise, 97% teachers were from urban schools and 3% from rural schools



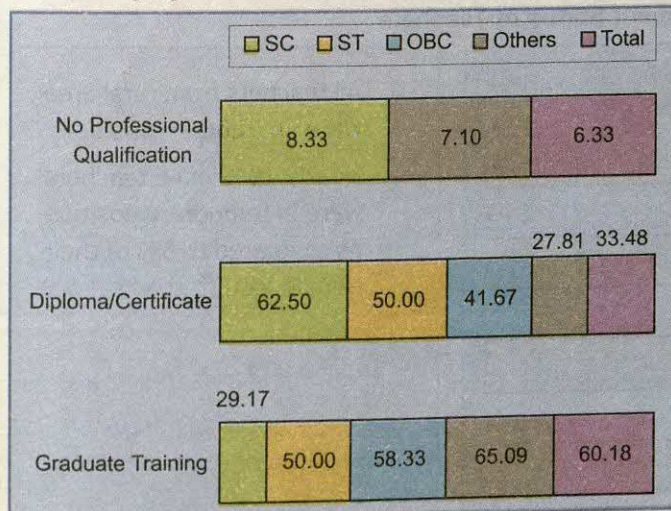
- Category wise, maximum teachers were from Others category (76%) it was followed by OBC and SC (11% each) and 2% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From OBC category, all teachers studied up to graduate level and above
- Overall, 58% teachers were postgraduate

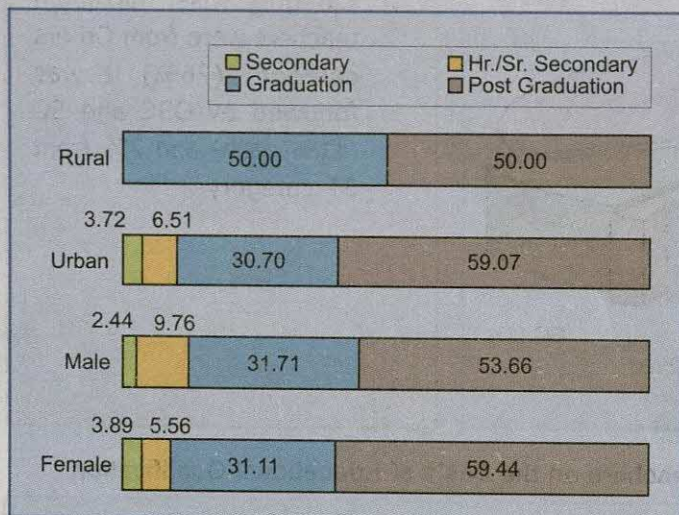


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Nearly 60% teachers had graduate level training
- All ST teachers were professionally qualified
- About 6% teachers did not have any professional qualification

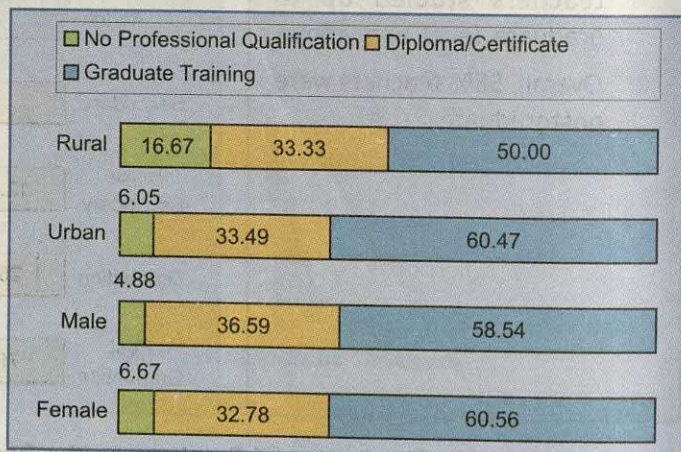
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



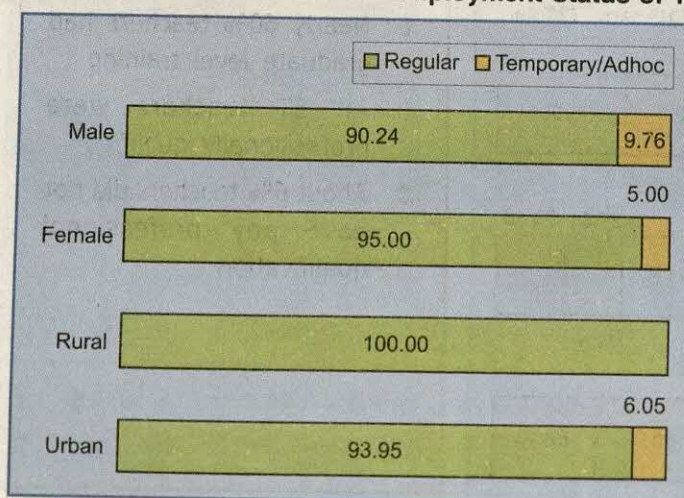
- Approximately 59% teachers from urban area had studied up to postgraduate level as compared to 33% rural teachers
- Teachers from urban area and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of area and gender 50% to 61% teachers had graduate level training
- Nearly 16% rural teachers did not have any professional qualification as compared to 6% urban teachers

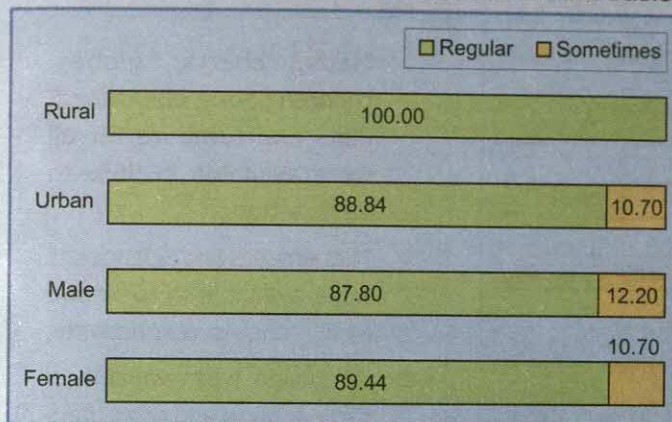


Employment Status of Teachers



- All teachers from rural area were in regular position
- Nearly 10% male teachers were in temporary position as compared to 5% of their female counterparts

Distribution of Teachers on the Basis of Giving Homework



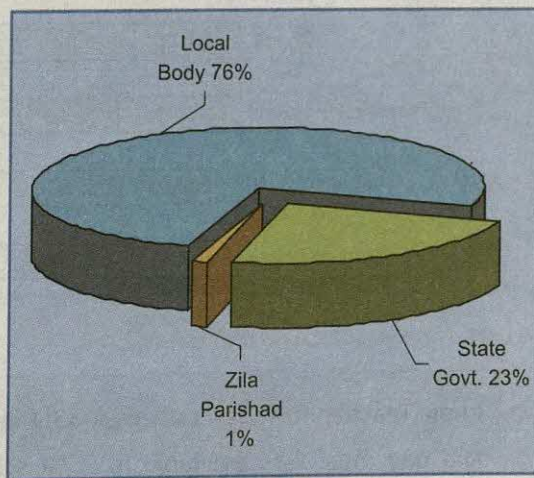
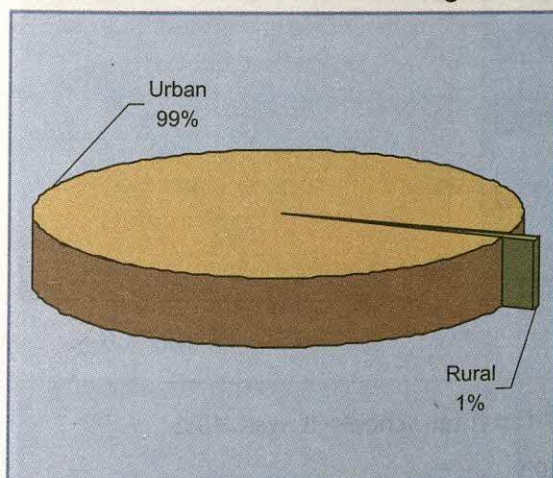
- Irrespective of gender, 88% teachers revealed that they assigned homework regularly to children
- All rural teachers assigned regular homework

Other Trends

- Average teaching experience of teachers was 11 years
- About 58% training programmes were conducted in SCERT and 36% were conducted by DIET
- Teachers diary was being maintained by 98% teachers
- Nearly 50% teachers studied Mathematics up to secondary level and for Language and EVS it was 31% and 55% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 94 sampled schools, 99% were from urban area and only 1% from rural area
- Management wise, 76% schools managed by local body, 23% schools run by state government and remaining 1% by Zila Parishad

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	74.19	73.40	
Separate toilet facilities for girls	61.29	60.64	
Electric connection for school	100.00	100.00	100.00
T.V.	58.06	57.45	
Computer	100.00	61.29	61.71
Musical Instrument	100.00	58.06	58.51
Mats & Furniture for all students	100.00	98.92	98.94
Blackboard	100.00	98.92	98.94
Playground	100.00	72.04	72.34
Maps	100.00	97.85	97.85
Globes	100.00	97.85	97.87
Charts	100.00	98.92	98.94
Primary Science Kit	100.00	80.65	80.85
Mathematics Kit	100.00	87.10	87.23
Children Books	100.00	95.70	95.74

- Maps, charts, globes, children books, blackboard, mats and furniture for all were available in 96% to 98% schools
- Mathematics and Science kits were available in 87% and 81% schools respectively
- Television was available in 57% schools and computers were found in 62% schools
- Separate toilet facility for girls was available in 61% schools

Other Trends

- Pupil Teacher for the state was 33:1 and for rural schools it was 40:1
- Mid day meal was available in 95% schools
- Scholarship for attendance was available in only 14% schools
- Average number of working days was 200 days with 8 periods a day
- Parent teacher associations existed in 90% schools and VEC/AEC were in 49% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	49.01	46.17	66.73
Girls	49.77	44.87	67.64
Rural	43.00	33.93	70.27
Urban	49.58	45.45	67.29
SC	50.60	45.29	64.75
ST	50.21	48.03	67.18
OBC	51.31	47.95	66.06
Others	49.11	44.98	67.88
Total	49.51	45.33	67.32

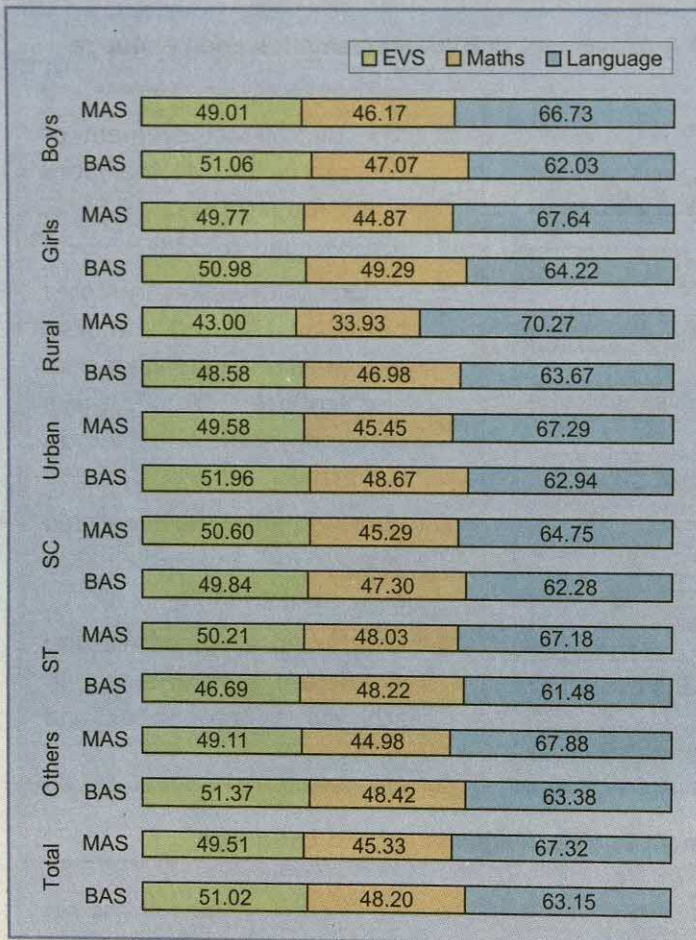
- The overall achievement of children in EVS, Mathematics and Language was 49.51%, 45.33% and 67.32%
- Children of OBC category scored better in EVS, ST children performed better in Mathematics and children from Others category scored better in Language
- Area wise, urban children scored better in EVS and Mathematics than rural children
- Gender wise, there was no significant difference in achievement between boys and girls

District wise Achievement in EVS, Mathematics and Language

- Children of North Delhi district performed better among the districts in all three subjects
- Children of New Delhi district performed poorest in EVS and Mathematics
- In Language, children of North East district scored poorly among the districts

	EVS	Maths	Language
North	54.45	49.48	69.64
North East	50.41	43.31	54.19
East	48.07	43.34	68.05
South	50.17	46.15	69.28
New Delhi	42.72	43.11	63.64
Delhi	49.51	45.33	67.32

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

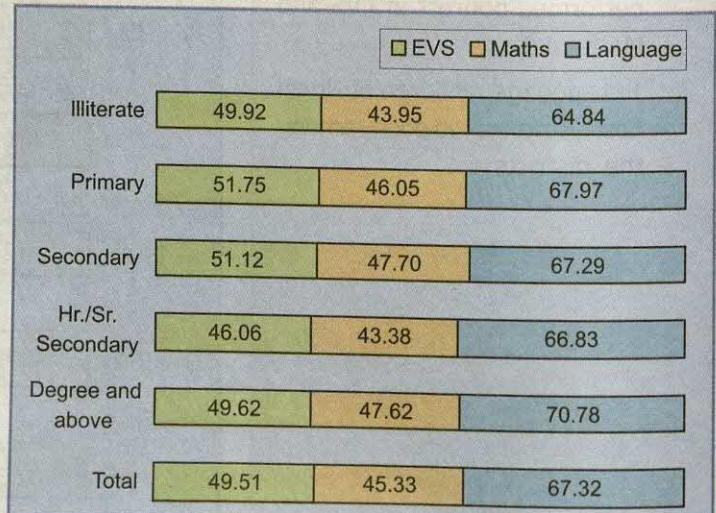


- In EVS and Mathematics, the achievement of students decreased by 2% to 3% during MAS from BAS
- In Language, the achievement of students increased by 4% during MAS from BAS
- In ST category, achievement was increased in EVS and Language during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of graduate fathers scored better in Language



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	51.74	45.77	67.10
Primary	48.07	43.75	65.81
Secondary	49.18	45.53	68.74
Hr./Sr. Secondary	46.88	46.80	67.95
Degree and above	52.20	48.13	73.28
Total	49.51	45.33	67.32

⇒ Children of graduate mother's scored better in all three subjects

Effect of Father's Occupation on Achievement

⇒ Children of father's who were manager scored better in Language only

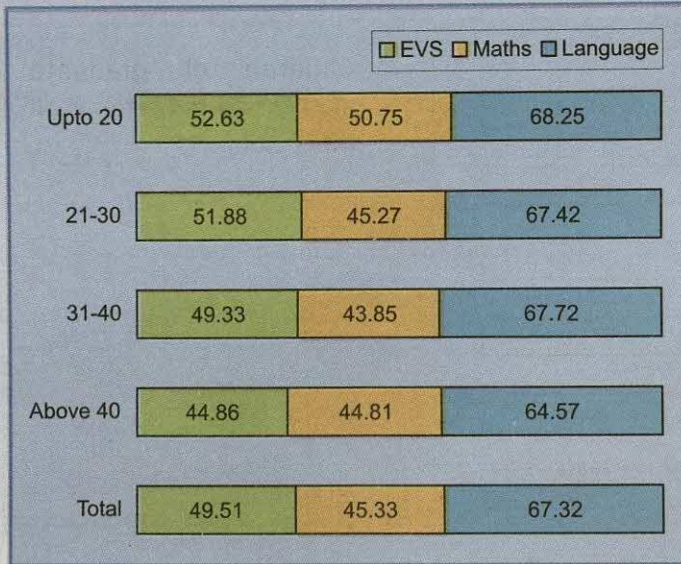
	EVS	Maths	Language
Farmer	49.65	44.60	65.55
Unskilled Labourer	48.83	44.38	66.34
Skilled	49.39	45.03	68.83
Shopkeeper	49.92	46.03	67.06
Manager	48.85	44.29	71.38
Other	51.37	47.97	66.18
Total	49.51	45.33	67.32

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	49.38	45.02	68.00
Farmer	52.88	50.59	65.12
Unskilled Labourer	50.56	46.12	66.38
Skilled	48.36	45.26	69.26
Shopkeeper	48.96	45.74	61.15
Manager	49.20	52.80	73.60
Other	43.92	43.00	59.69
Total	49.51	45.33	67.32

⇒ Children of mothers who were manager performed better in Mathematics and Language

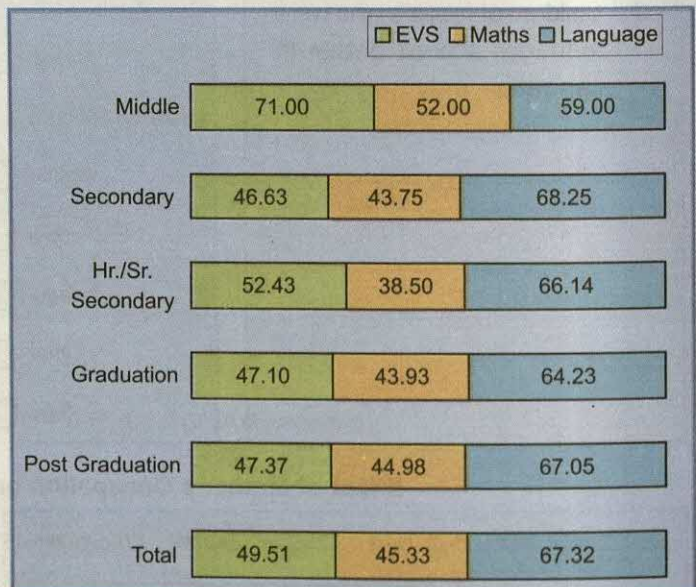
Achievement with respect to Pupil Teacher Ratio



- Children performed better in all three subjects when the PTR was up to 20:1
- Achievement of children reduced when PTR was more than 20

Achievement with respect to Teachers Educational Qualification

- Educational qualification of teacher did not show any influence on achievement of children in EVS and Language



Other Trends

- Private tuition had not shown any effect on achievement of children
- Learning achievement of children was better when they were helped by family members in academic activities
- Younger children (9-10 years) scored significantly better than older children in all three subjects
- Children performed better when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	45.48	-	40.26	-	56.97	-
Infrastructure Index	0.539	0.05	1.946*	0.08	0.779	0.06
Instructional Facility Index	0.565	0.06	0.901	0.06	0.873	0.07
Auxiliary Facility Index	0.528	0.05	0.548	0.06	0.549	0.05
Human Resource Index	0.485	0.05	4.792**	0.13	3.157**	0.11
Community Participation Index	4.442**	0.13	2.069*	0.10	0.714	0.07
Inspection of Schools	2.724*	0.09	1.630*	0.08	1.539*	0.08
R^2	0.041		0.086		0.082	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 4.1% in EVS, 8.6% in Mathematics and 8.2% in Language
- Inspection of schools and community participation had significant impact on EVS achievement
- Inspection of schools, community participation, infrastructure facility of schools and more number of teachers had significant impact on Mathematics achievement
- Inspection of schools and more number of teachers had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	47.05	-	43.84	-	65.27	-
Teacher Efficiency Index	2.327*	0.08	3.691**	0.11	3.775**	0.13
Teacher Professionalism Index	0.428	0.03	2.052*	0.09	0.608	0.07
R^2	0.03		0.019		0.04	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 3% in EVS, 1.9% in Mathematics and 4% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) of teacher contributed significantly on EVS and Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teachers professionalism contributed significantly on Mathematics achievement

Student Background

Pupil related Variable s	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	49.49	-	44.88	-	63.35	-
Socio-economic Index	1.378*	0.11**	0.405	0.06	1.471*	0.12**
Supplementary Helping Index	0.223	0.04	0.500	0.05	0.723	0.08
Student Attendance	0.117	0.05	0.221	0.03	0.256	0.03
Distance from Home to School	-0.124	-0.03	-0.213	-0.03	-0.174	-0.03
R^2	0.03		0.02		0.05	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 3% in EVS, 2% in Mathematics and 5% in Language achievement
- Socio-economic status of children contributed significantly on EVS and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in measurement, fraction & decimal and percent

TEST CHARACTERISTICS

- Only 2 items in EVS and 3 items in Mathematics and none in Language were found to be very difficult
- About 87% items in EVS, 82% items in Mathematics and 65% items in Language had good discriminative power
- All three tests had good reliability coefficient ranging from 0.71 to 0.83

OTHER TRENDS

- About 37% children in EVS, 50% children in Mathematics and 5% children in Language scored less than 40% marks
- About 4% children in EVS, 2% children in Mathematics and 9% children in Language scored more than 40% marks
- In Mathematics, children performed comparatively better in profit & loss
- In Language, children performed reasonable well in all competencies
- In descriptive questions of Language, 25% children scored 10 out of 10 and 15.5% children scored zero

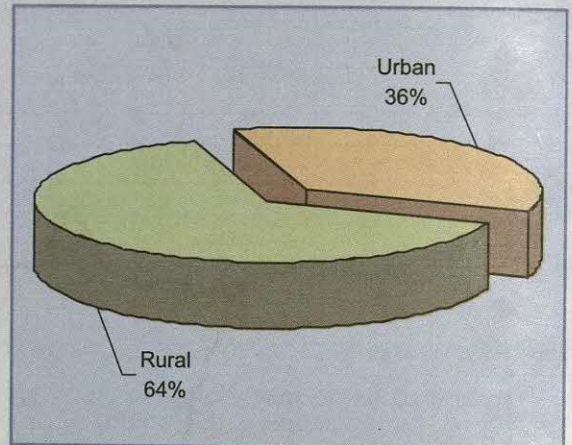
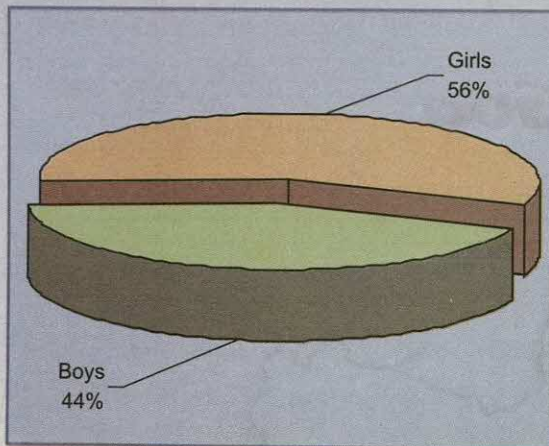
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PROFILES

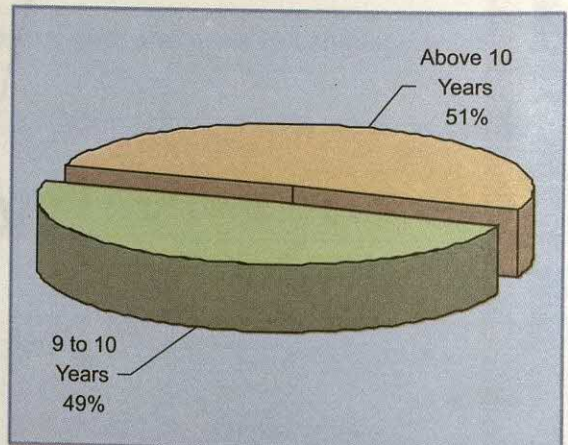
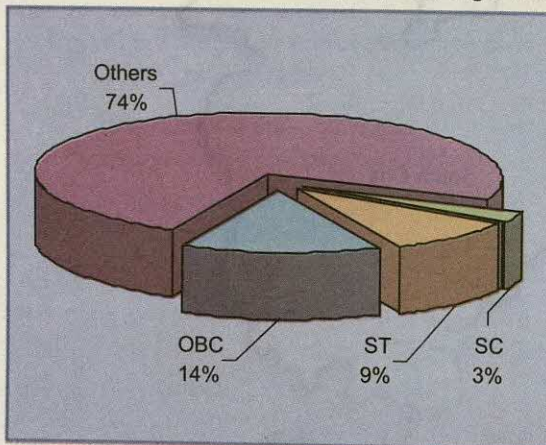
PUPIL

Gender and Area wise Distribution of Children



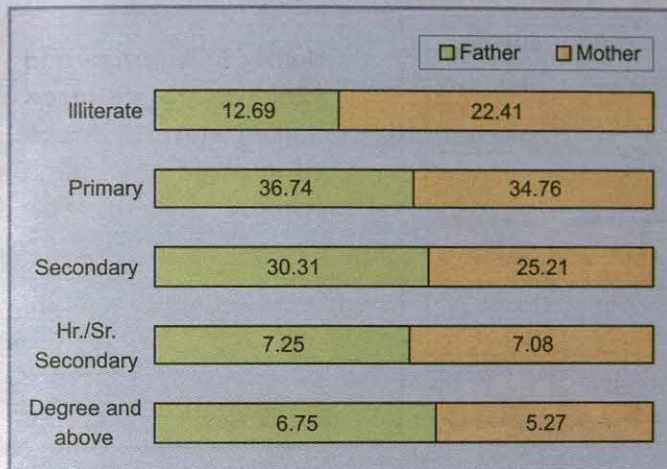
- A total of 607 students from 2 districts were sampled from the state. Within the sample, 44% were boys and 56% were girls
- Area wise, 64% children were from rural schools and 36% from urban schools

Category and Age wise Distribution of Children



- Social group wise, 74% children belonged to Others category and only 3% from SC category
- Age wise, 51% children were above 10 years of age

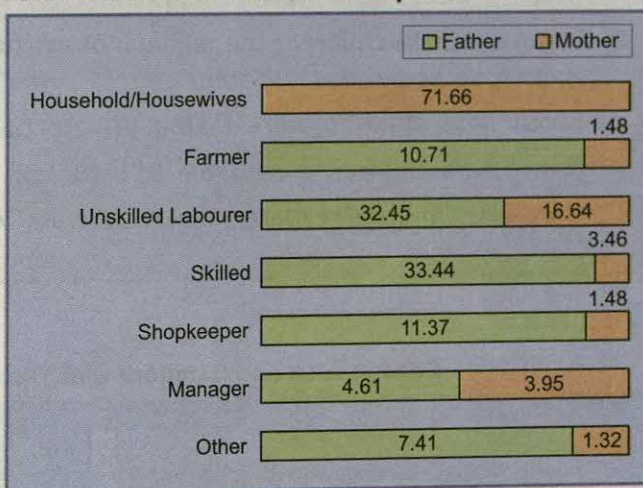
Distribution of Students on the Basis of Parents' Education



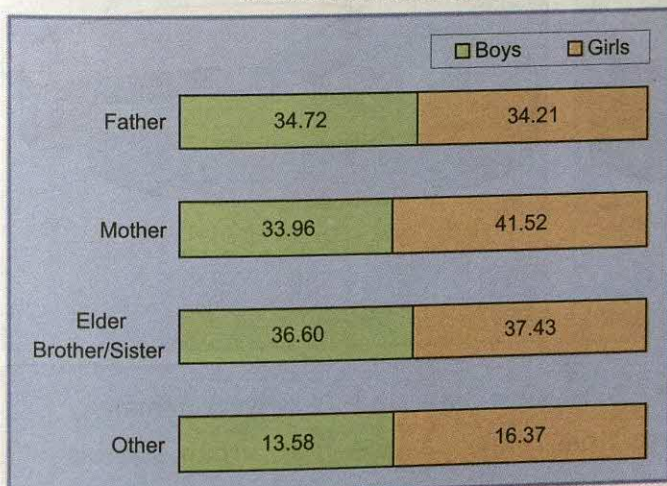
- Regarding educational status, 22% mothers were illiterate as against 13% of fathers
- About 7% fathers studied up to degree and above level, and for mothers it was 5%

Distribution of Students on the Basis of Parents' Occupation

- About 33% fathers were engaged in skilled activities and 32% were unskilled labourer
- Majority of mothers (72%) were housewives
- Nearly 5% fathers and 4% of mothers were manager

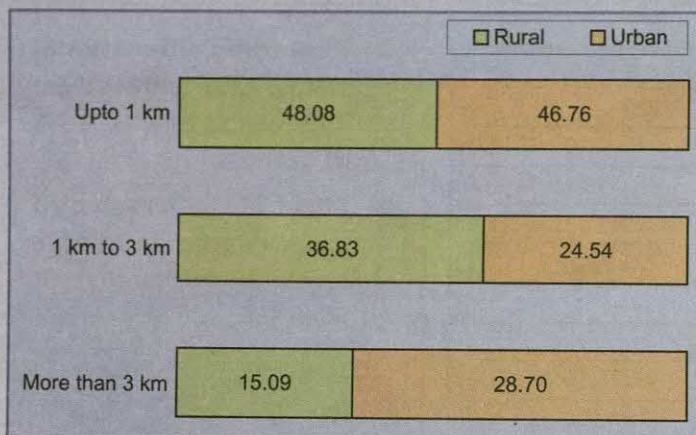


Academic Assistance Received from Family Members



- Boys were getting more help from their elder peers
- Girls were getting more help from mothers than boys

Distance of School from Home



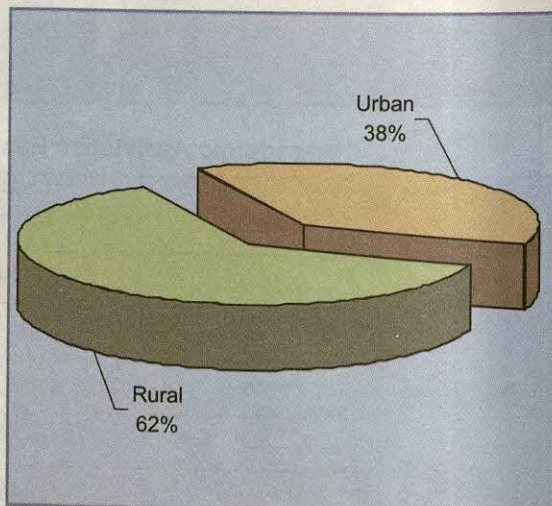
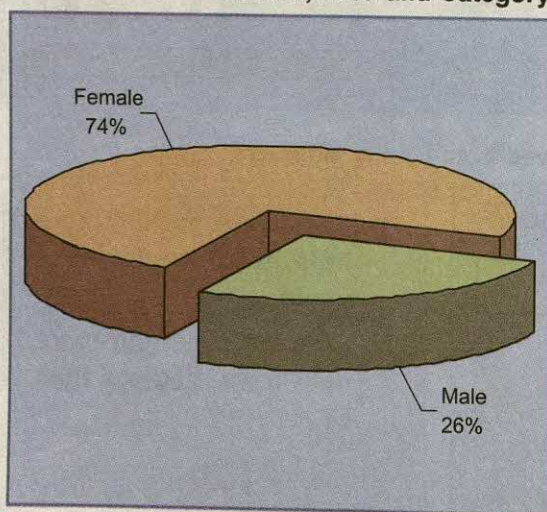
➤ Nearly 53% urban and 52% rural children walked more than one kilometre to reach school

Other Trends

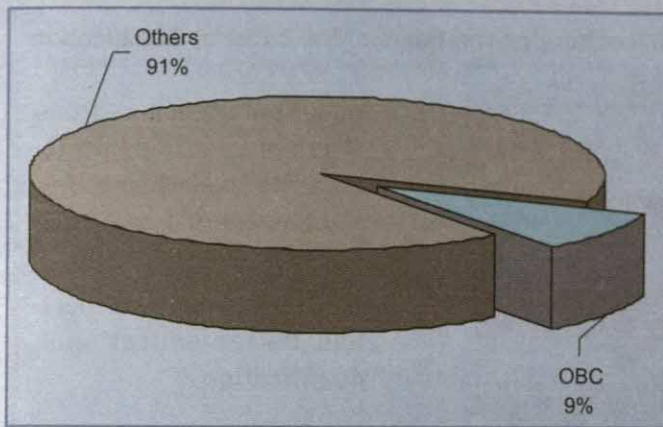
- In case of 91% children, the medium of instruction in school and the language spoken at home was different
- About 34% children were taking private tuition
- Only 13 % children were from BPL (Below Poverty Line) families
- Only 2% children revealed that classwork was checked by teachers

TEACHERS

Gender, Area and Category wise Distribution of Teachers



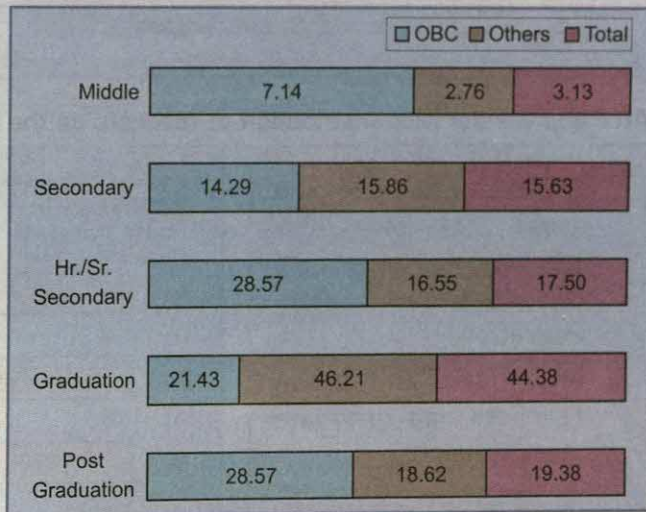
- Out of 160 sampled teachers, 26% were male and 74% were female
- Area wise, 62% teachers were from rural and 38% from urban schools



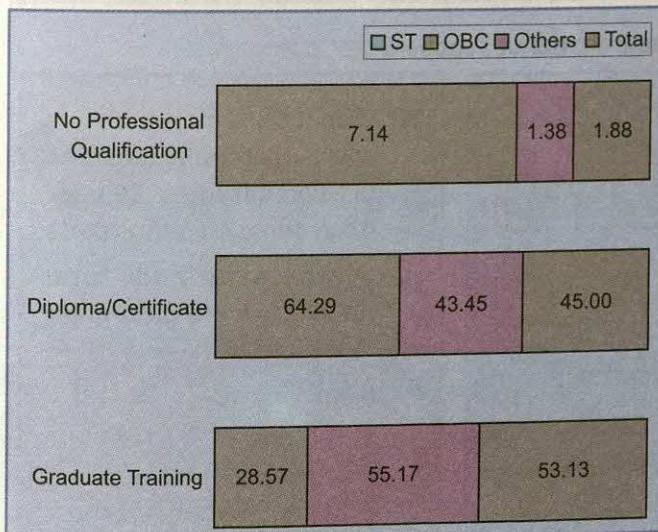
- Category wise, maximum teachers were from Others category (91%) and remaining 9% from OBC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Maximum teachers were graduate or postgraduate
- Social group wise, teachers from Others category were better educated and the trend was followed by OBC category

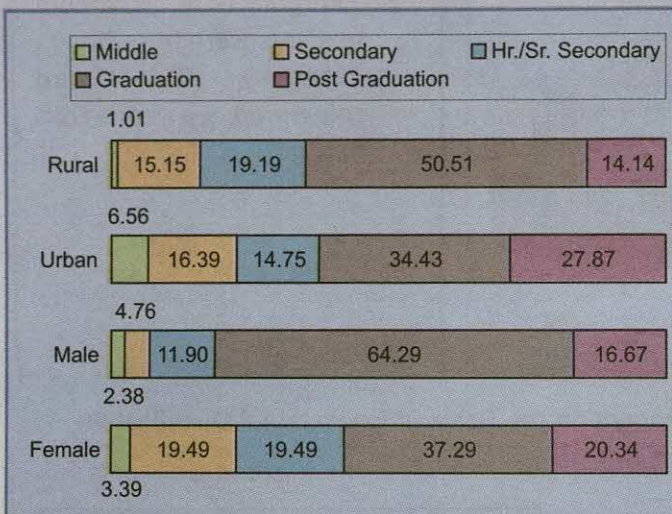


Category wise Distribution of Teachers on the Basis Professional Qualification



- Approximately 53% teachers had graduate level training
- About 64% teachers from OBC category had certificate or diploma in elementary education
- Less than 2% of teachers did not have any professional qualification

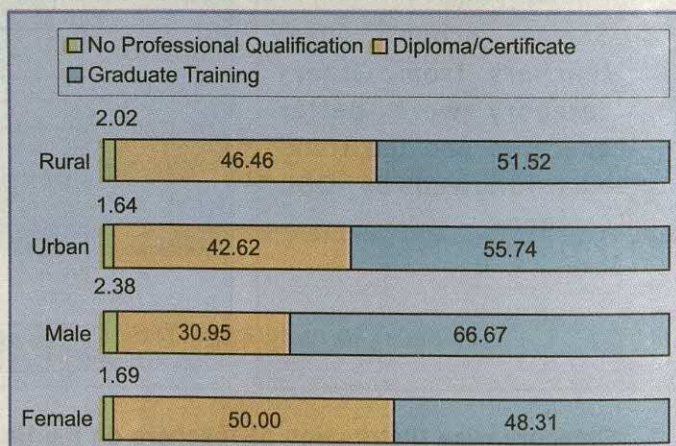
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



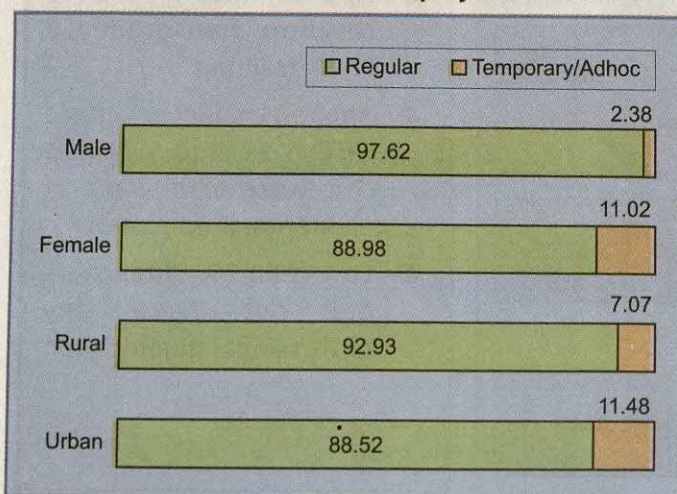
- About 34% teachers from urban area studied up to graduate level whereas for rural teachers it was 51%
- Teachers from rural schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 31% to 50% teachers had certificate or diploma in elementary education
- More male and urban teachers had graduate level training

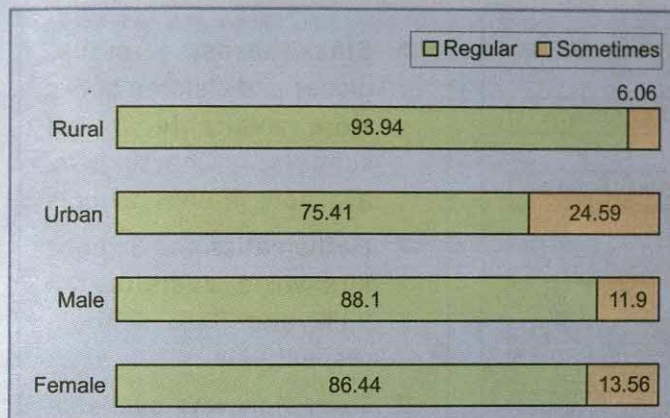


Employment Status of Teachers



- About 98% male teachers were on regular position as compared to 89% of their female counterparts
- More male and rural teachers were on regular position

Distribution of Teachers on the Basis of Giving Homework



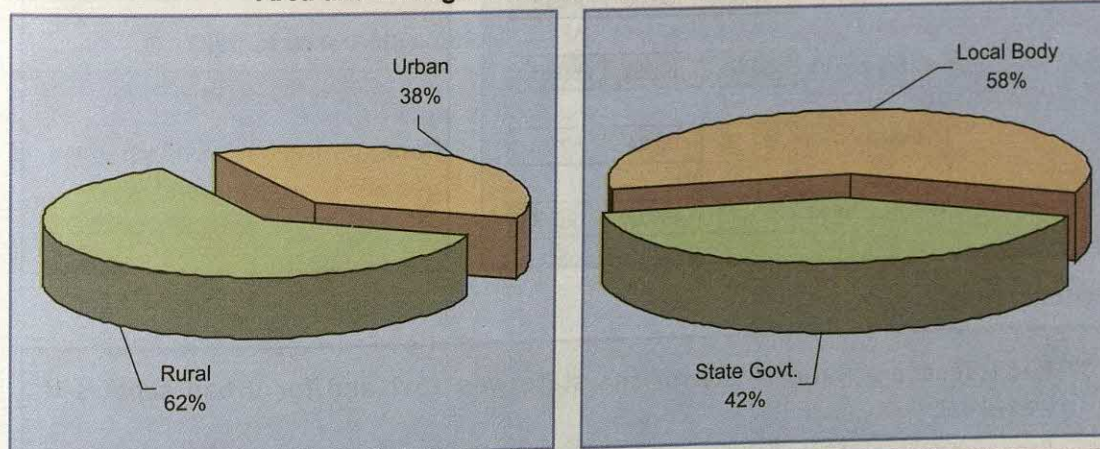
- About 94% teachers from rural area were giving homework regularly as compared to 75% of their urban counterparts

Other Trends

- Average teaching experience of teachers was 13 years
- About 62% training programme were conducted in schools complex and only 5% by Teachers Resource Centres
- Teachers diary was being maintained by 90% teachers
- About 16% teacher studied Mathematics up to graduate level and for Language and Social Science it was 27% and 38% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 55 sampled schools, 62% were from rural area and 38% from urban area
- Management wise, 58% schools managed by local body and remaining 42% by state government

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	55.88	71.43	61.82
Separate toilet facilities for girls	61.76	80.95	69.09
Electric connection for school	100.00	95.24	98.18
T.V.	47.06	33.33	41.82
Computer	85.29	100.00	90.91
Musical Instrument	79.41	76.19	78.18
Mats & Furniture for all students	94.12	100.00	96.36
Blackboard	100.00	100.00	100.00
Playground	79.41	66.67	74.55
Maps	100.00	100.00	100.00
Globes	100.00	100.00	100.00
Charts	97.06	100.00	98.18
Primary Science Kit	50.00	52.38	50.91
Mathematics Kit	91.18	95.24	92.73
Children Books	100.00	100.00	100.00

- Blackboards, maps, globes and children books were available in all schools. Chart was available in 98% schools
- Mathematics and Science kits were available in 93% and 51% schools respectively
- Television was available in 42% schools and computers were found in 91% schools
- Separate toilet facility for girls was available in 69% schools.
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teachers Ratio (PTR) for the state was 16:1 and for urban schools it was 18:1
- Free uniforms and free textbooks were available in 27% and 36% school respectively
- Average number of working days was 223 days with 8 periods a day
- Parent teacher associations were existing in 98% schools and VEC/AEC/SMC were in 71% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	45.63	38.44	52.26
Girls	46.73	39.41	52.63
Rural	46.14	39.61	49.59
Urban	46.45	37.86	57.68
SC	50.89	37.89	42.74
ST	37.42	41.11	39.02
OBC	45.49	40.12	50.18
Others	47.28	38.56	54.96
Total	46.25	38.99	52.47

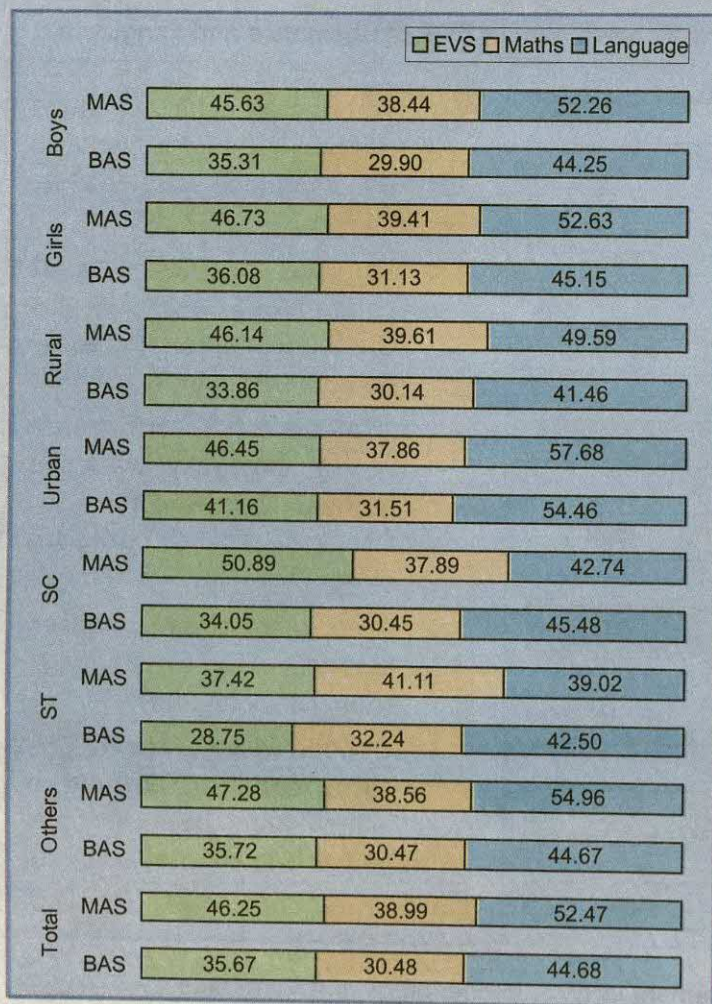
- The overall achievement of children in EVS, Mathematics and Language was 46.25%, 38.99% and 52.47%
- In EVS, performance of children of SC category was the highest and followed by Others, OBC and ST children
- In Mathematics, performance of ST category was the highest followed by OBC, Others and SC category children
- Area wise, urban children scored better in Language than rural children
- Gender wise, there was no significant difference in achievement between boys and girls in all three subjects

District wise Achievement in EVS, Mathematics and Language

- Children of North Goa performed better than South Goa districts in EVS and Mathematics
- In Language, the performance of children in both the districts was nearly same

	EVS	Maths	Language
North Goa	48.50	40.79	52.06
South Goa	44.04	37.21	52.88
Goa	46.25	38.99	52.47

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

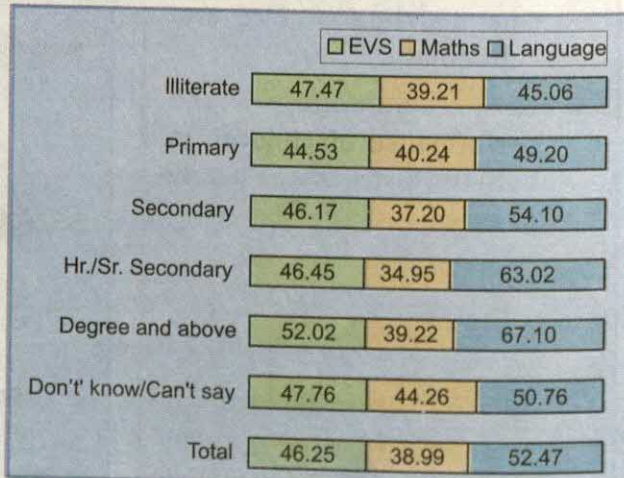


- The achievement of children increased by 8% to 11% in all three subjects during MAS from BAS
- Achievements in Language of SC and ST children decreased during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of graduate fathers scored better in EVS and Language



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	46.69	39.14	46.65
Primary	44.46	39.68	49.49
Secondary	45.35	36.75	55.35
Hr./Sr. Secondary	49.30	40.56	62.12
Degree and above	56.41	38.25	73.28
Don't know/can't say	46.16	43.06	49.34
Total	46.25	38.99	52.47

- Children of graduate mothers scored better in Language and EVS
- Mothers education status had shown positive influence on learning achievement of children in EVS and Language

Effect of Father's Occupation on Achievement

- Children of fathers who were manager scored better in EVS and Language

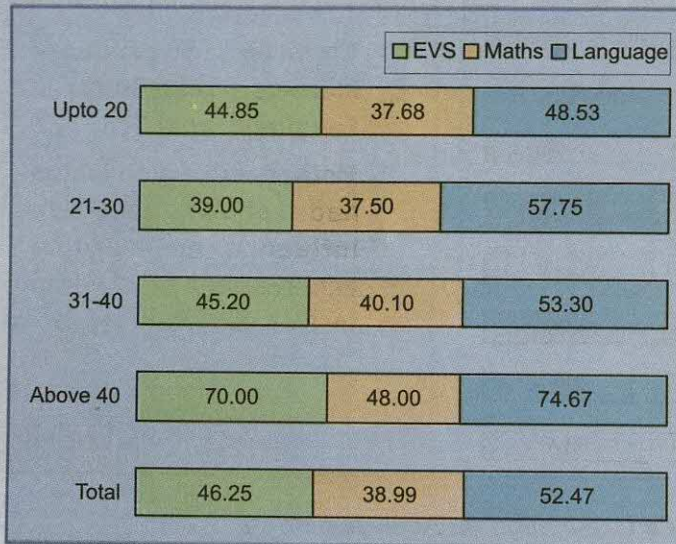
	EVS	Maths	Language
Farmer	42.00	43.55	44.22
Unskilled Labourer	49.27	39.61	49.59
Skilled	44.05	37.30	52.70
Shopkeeper	48.91	41.03	59.68
Manager	49.71	38.89	64.86
Other	42.84	34.18	56.87
Total	46.23	38.99	52.47

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	45.86	39.82	52.09
Farmer	46.33	45.22	57.00
Unskilled Labourer	44.71	35.41	47.51
Skilled	55.52	46.48	59.86
Shopkeeper	41.11	30.44	47.44
Manager	54.58	36.96	71.83
Other	43.00	28.13	58.88
Total	46.25	38.99	52.47

- Children of mothers who were manager performed better in Language

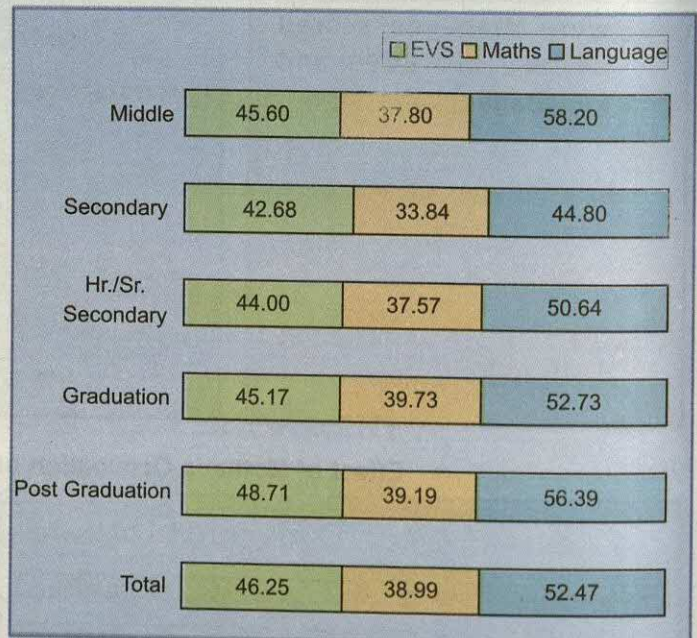
Effect of Pupil Teacher Ratio on Achievement



➤ Pupil Teacher Ratio did not influence the achievement of children

Effect of Teacher's Educational Qualification on Achievement

- Achievement in EVS and Language was better when children were taught by teachers of postgraduate qualification
- Achievement in Mathematics was better when the children were taught by graduate or postgraduate teachers



Other Trends

- Private tuition did not show any visible effect on achievement of students
- Learning achievement of children was significantly better when they get help from family members
- Children of 9-10 years age scored significantly better than older children in all three subjects

REGRESSION ANALYSIS

School Characteristics

School related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	35.289	-	57.813	-	20.611	-
Infrastructure Index	1.438	0.11	0.428	0.05	1.601	0.09
Instructional Facility Index	0.314	0.06	0.398	0.04	1.236	0.08
Auxiliary Facility Index	0.733	0.08	0.933	0.08	2.928	0.11
Human Resource Index	10.890*	0.21	6.759*	0.15	3.262*	0.13
Community Participation Index	7.599*	0.18	4.073	0.09	3.573*	0.13
Inspection of Schools	0.271	0.05	2.186	0.10	1.305	0.08
R^2	0.125		0.094		0.143	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis model could explain 12.5% in EVS, 9.4% in Mathematics and 14.3% in Language
- Community participation and more number of teachers had significant impact on EVS and Language achievement
- More number of teachers had maximum impact on Mathematics achievement

Teacher Characteristics

Teacher related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	45.68	-	37.725	-	50.754	-
Teacher Efficiency Index	0.484	0.06	0.946	0.06	2.526*	0.11
Teacher Professionalism Index	1.401*	0.08	0.801	0.05	2.207*	0.09
R^2	0.03		0.026		0.04	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 3% in EVS, 2.6% in Mathematics and 4% in Language achievement
- Teachers professionalism (maintaining teacher diary, giving homework etc.) contributed significantly on EVS achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teachers professionalism contributed significantly to Language achievement

Student Background

Pupil related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	45.104	-	49.774	-	56.565	-
Socio-economic Index	1.104*	0.06	8.407**	0.12	1.780**	0.06
Supplementary Helping Index	3.020*	0.08	2.703*	0.09	2.765**	0.08
Student Attendance	0.023	0.02	0.183	0.1	0.253	0.04
Distance from Home to School	-0.128	-0.03	-0.219	-0.02	0.269	0.03
R^2	0.02		0.136		0.03	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2% in EVS, 13.6% in Mathematics and 3% in Language achievement
- Socio- economic status of children and supplementary help in academic activities from family members contributed significantly to EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in HCF/LCM, profit & loss measurement, fraction & decimal
- In Language, learning difficulties were found in comprehension of story

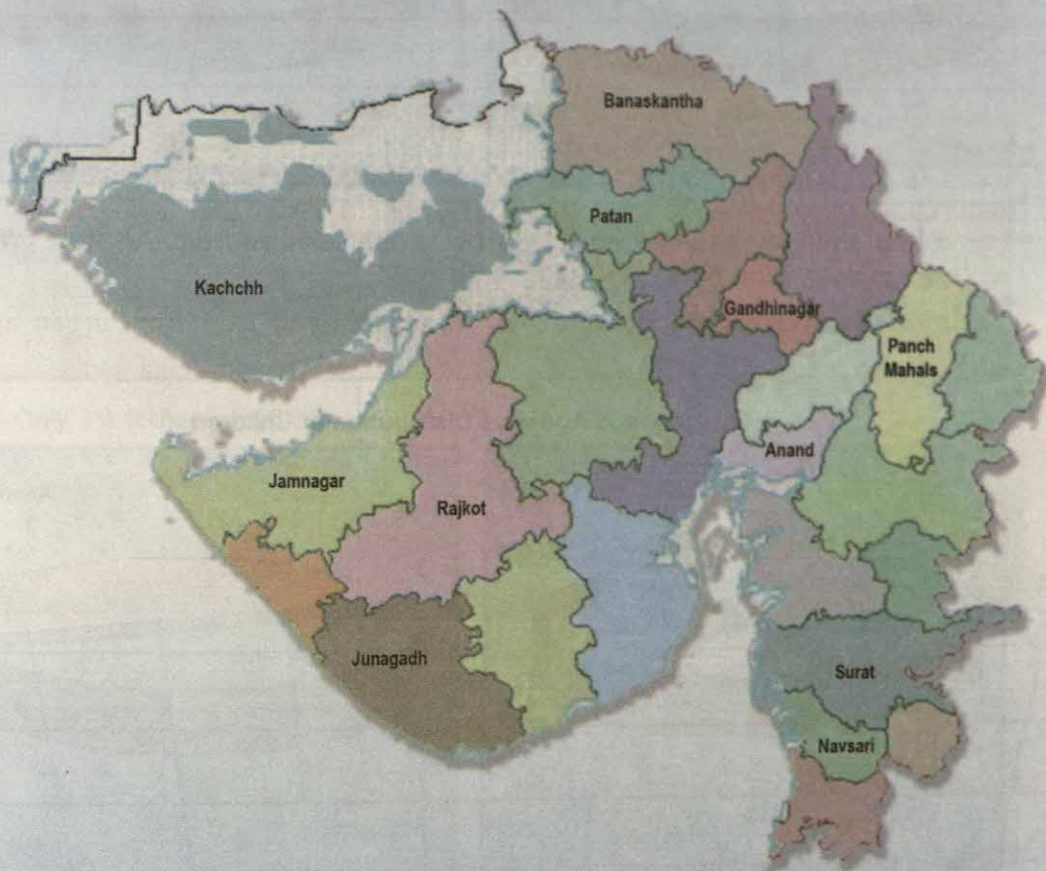
TEST CHARACTERISTICS

- About 57% items in EVS, 82% items in Mathematics and 48% items in Language were either difficult or very difficult
- Nearly 80% items in EVS, 67% items in Mathematics and 87% items in Language had good discriminative power
- All three tests had good reliability coefficient ranging from 0.74 to 0.78

OTHER TRENDS

- About 64% students in EVS, 77% in Mathematics and 31% in Language scored less than 40% marks
- About 4% students in EVS, less than 50% in Mathematics and 6% in Language scored more than 80% marks
- In Mathematics, children performed comparatively better in fundamental operations, average and geometry
- In Language, children performed better in spelling and comprehension of timetable
- In descriptive question of Language, 6% children scored 10 out of 10 and 32% children score zero

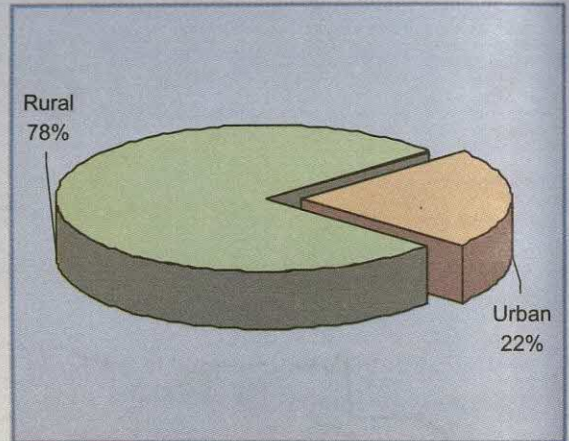
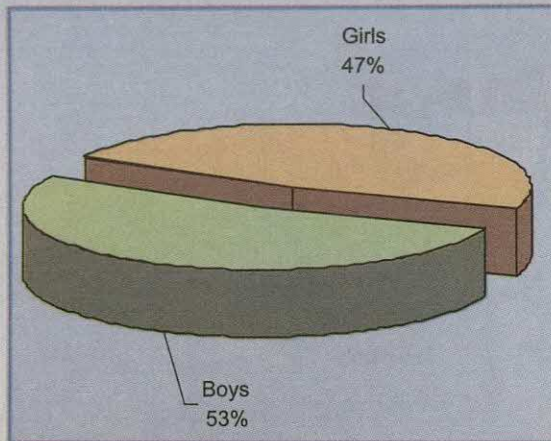
Gujarat



PROFILES

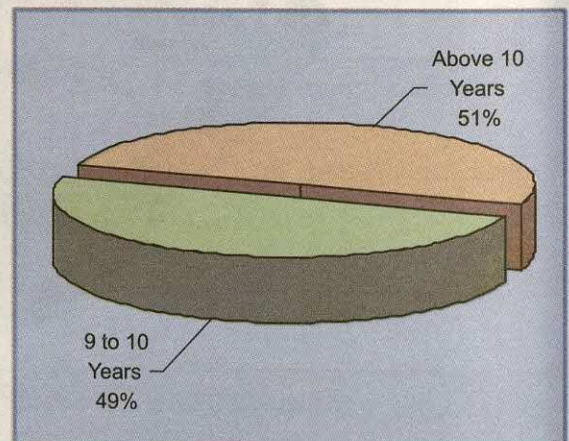
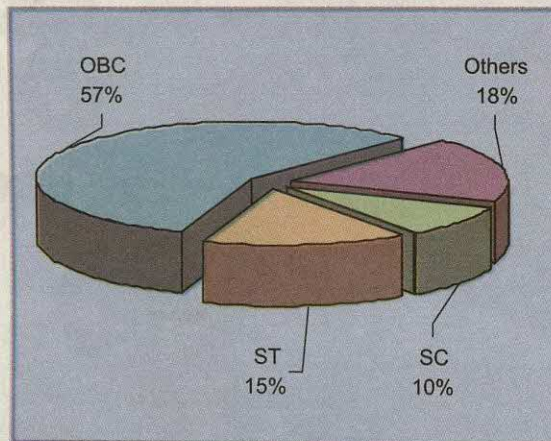
PUPIL

Gender and Area wise Distribution of Children



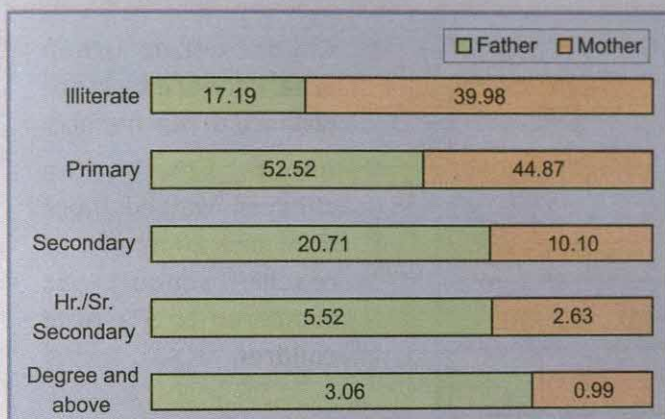
- A total of 3949 children from 11 districts were sampled from the state. Within the sample, 53% were boys and 47% girls
- Area wise, 78% children were from rural area and 22% from urban area

Category and Age wise Distribution of Children



- Social group wise, 57% children belonged to OBC category and 10% from SC category
- Age wise, 51% children were above 10 years age

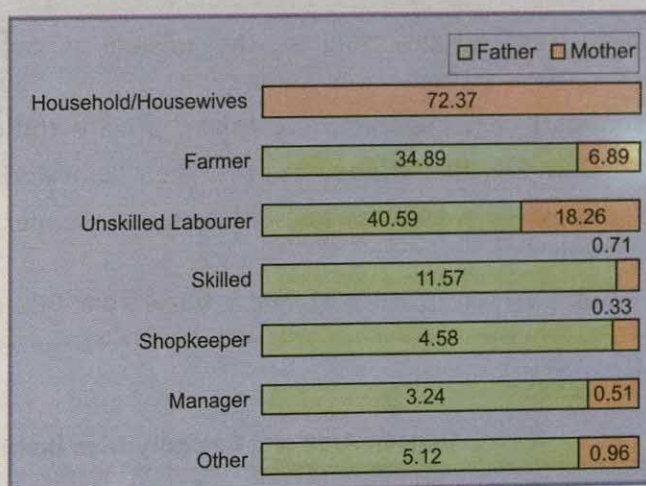
Distribution of Students on the Basis of Parents' Education



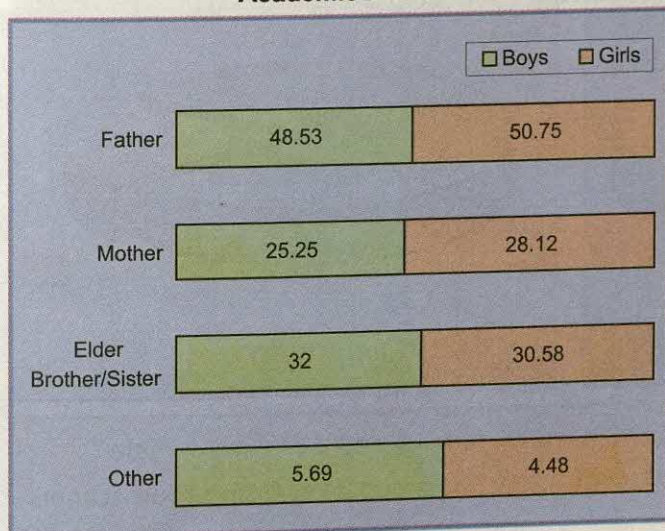
- Regarding educational status, 40% mothers were illiterate as against 17% fathers
- Only 3% fathers and 1% mothers had studied up to degree and above level

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (75%) were either farmers or unskilled labourer
- Majority of mothers (91%) were either housewives or unskilled labourer
- Only 3% fathers and 0.5% mothers were manager

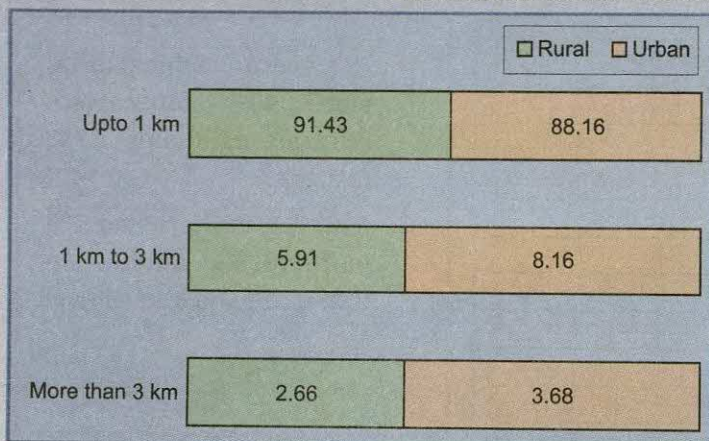


Academic Assistance Received from Family Members



- Irrespective of gender, fathers provided more academic help to their children and the trend was followed by elder peers and mothers
- Girls were getting more help from parents than boys

Distance of School from Home



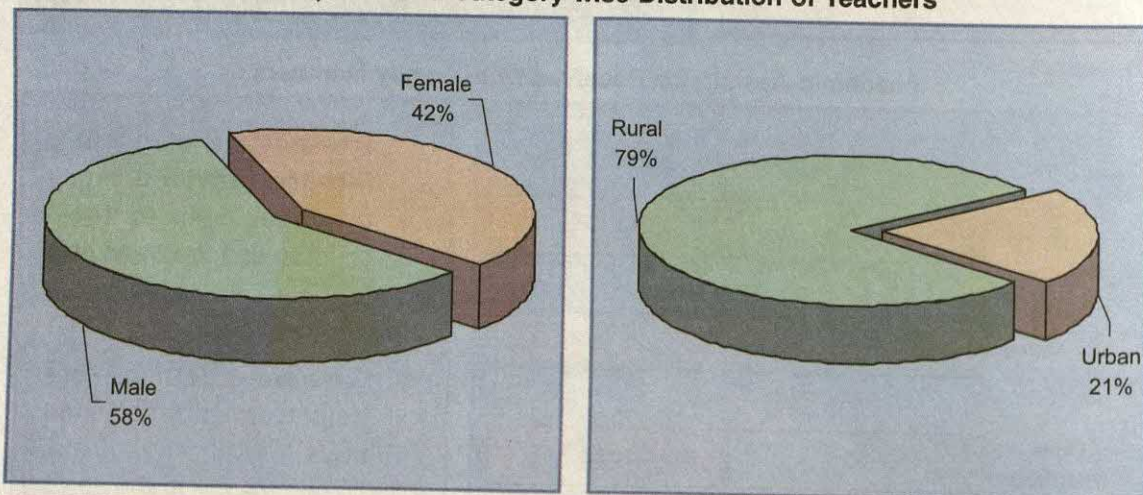
- Children from urban area covered more distance to reach school
- About 12% urban children walked more than one kilometre to reach school as compared to 9% rural children

Other Trends

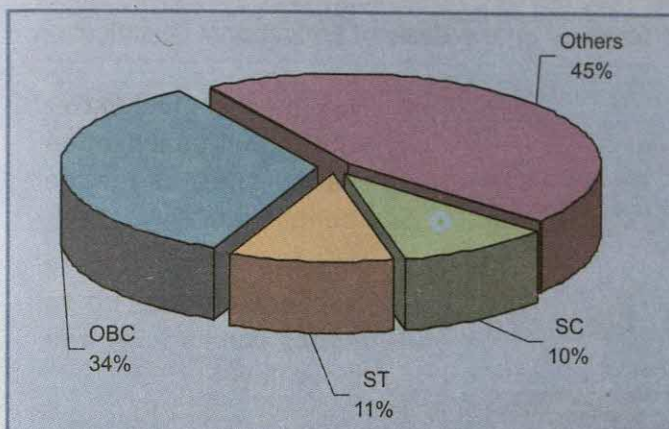
- In case of 92% children, the medium of instruction in school and language spoken at home was same
- Nearly 8% children were taking private tuition
- Only 4% children reported that their homework was being checked by teachers
- About 80% children had access to newspapers, magazines and storybooks at home
- Approximately 44% children were from BPL (Below Poverty Line) families

TEACHERS

Gender, Area and Category wise Distribution of Teachers



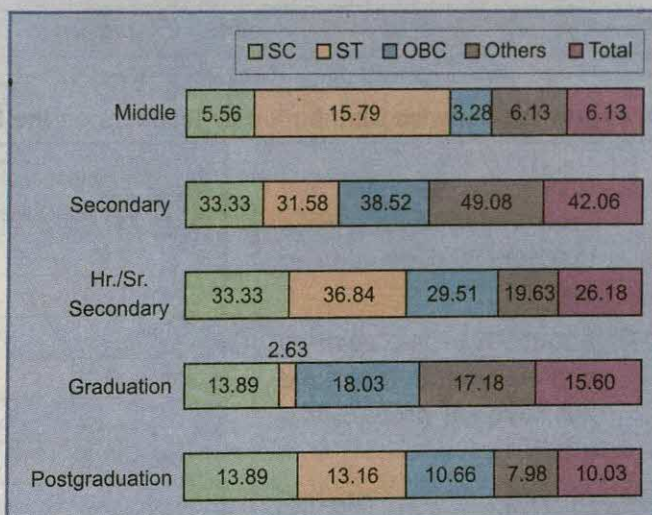
- Out of 359 sampled teachers, 42% were female and 58% were male
- Area wise, 79% teachers were from rural schools and 21% from urban schools



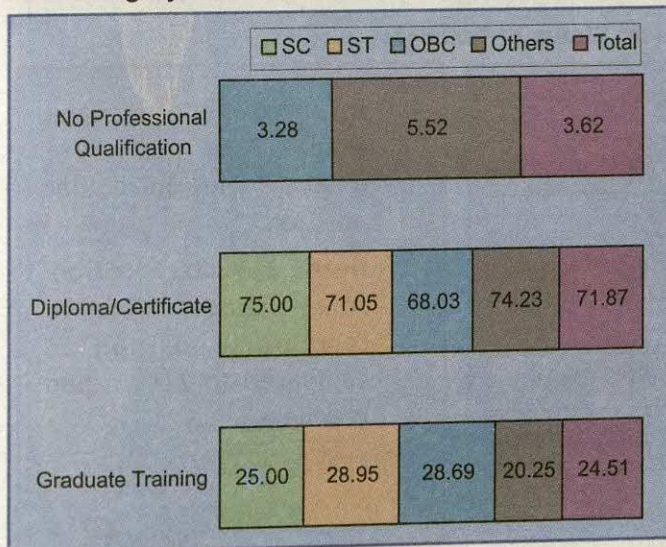
- Category wise, maximum teachers were from Others category (45%) followed by OBC (34%), ST (11%) and 10% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Nearly 68% teachers studied up to either secondary or higher secondary level
- About 10% teachers were Postgraduates

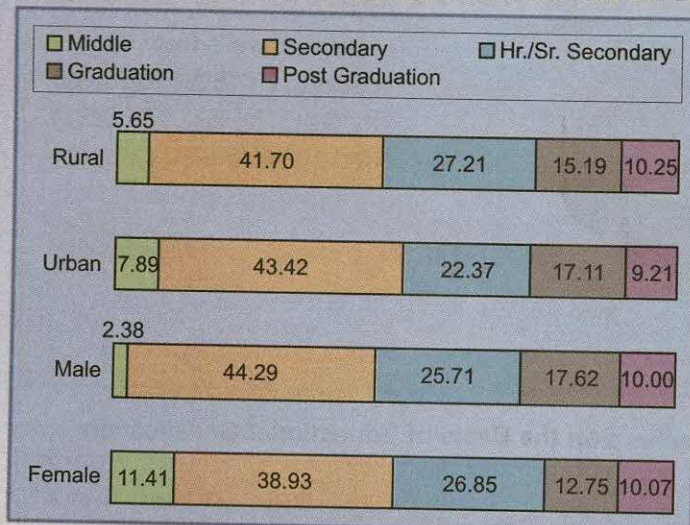


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers (72%) had certificate or diploma in elementary education
- About 4% teachers did not have any professional qualification
- All teachers from SC and ST categories were professionally qualified

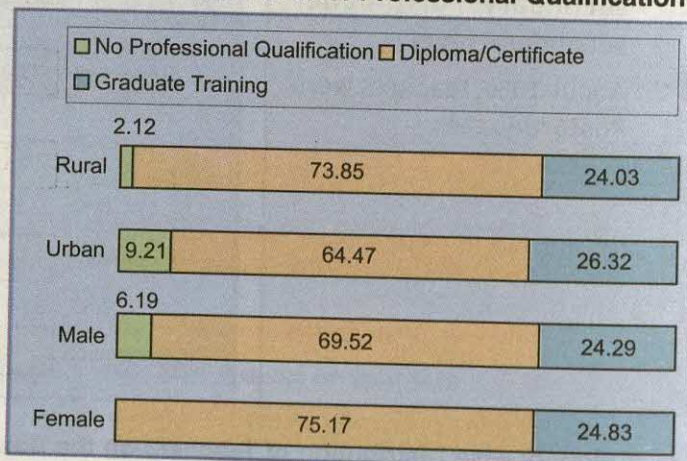
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



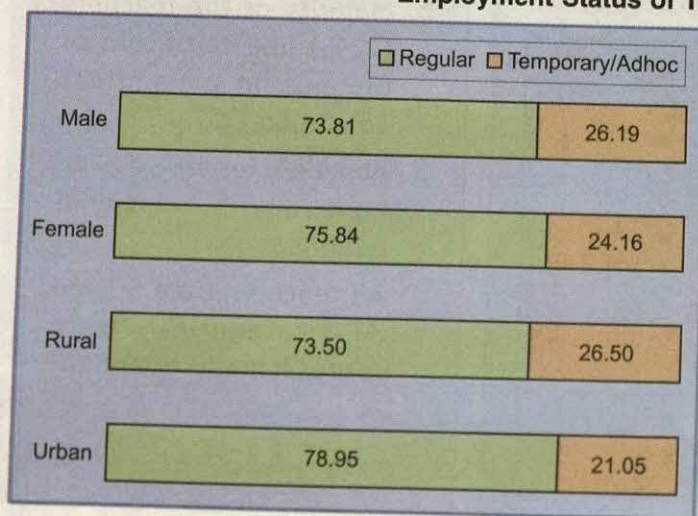
- Male teachers had better educational qualification than their female counterparts
- Nearly 50% female teachers studied up to higher secondary and above level

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 64% to 75% teachers had diploma in teaching.
- About 9% urban teachers and 2% rural teachers did not have any professional qualification
- All female teachers had professional qualification

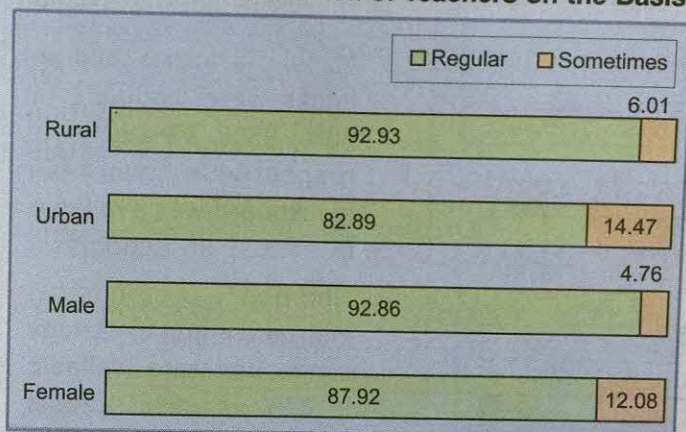


Employment Status of Teachers



- Irrespective of gender and area, 74% to 79% teachers were in regular position
- Nearly 27% teachers from rural schools were in temporary position as compared to 21% urban teachers

Distribution of Teachers on the Basis of Giving Homework



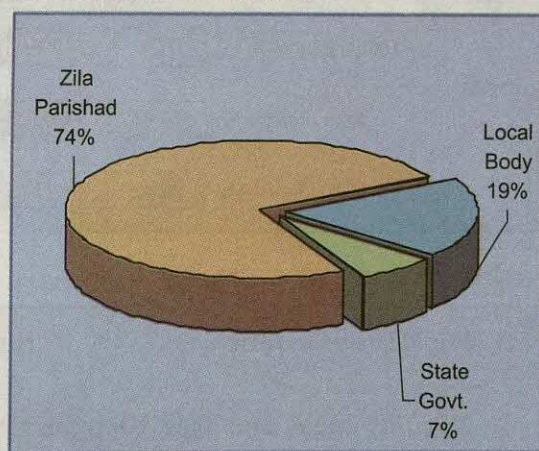
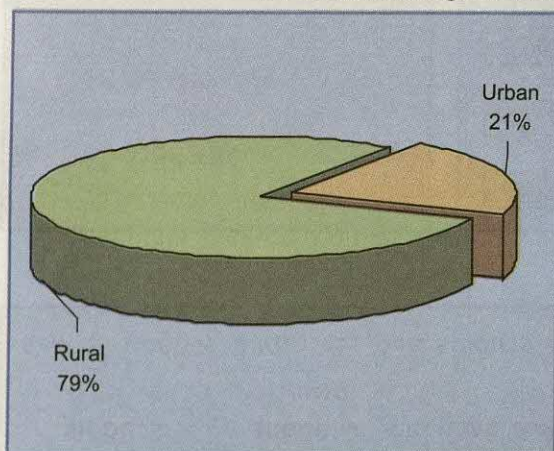
- About 83% urban and 93% rural teachers revealed that they were giving homework regularly
- More rural and male teacher were giving homework regularly

Other Trends

- Average teaching experience of teachers was 15 years
- CRC, BRC and DIET were the major organizers of in service training programme
- Teachers diary was being maintained by 96% teachers
- Teaching learning materials were available to 89% teachers
- About 56% to 60% teachers studied Mathematics and Social Science up to secondary level

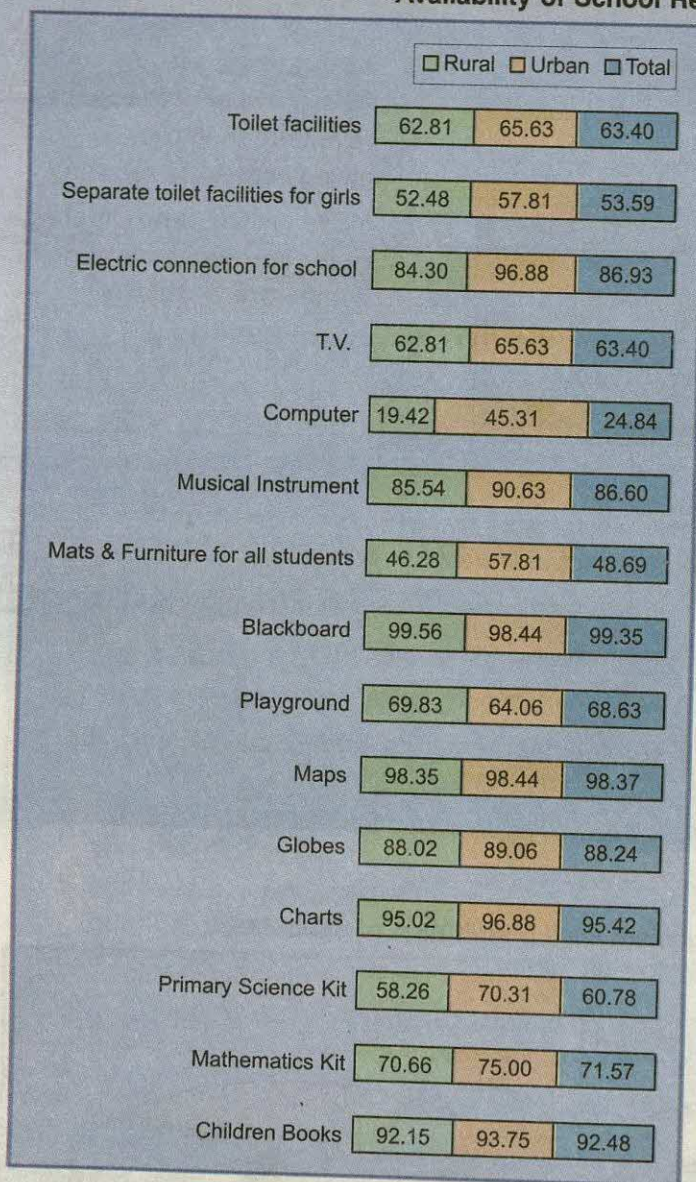
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 306 sampled schools, 79% were from rural area and 21% from urban area
- Management wise, 74% schools were managed by Zila Parishad and only 7% were run by state government

Availability of School Resources



- Maps, charts and children books were available in 98%, 95%, 92% schools respectively whereas blackboard was available in almost all schools
- Globes, musical instrument and electricity connection were available in 87% to 88% schools
- Mathematics and Science kits were available in 72% and 61% schools respectively
- Television was available in 63% schools and computers in 25% schools
- Separate toilet facility for girls was in 54% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio was 33:1 in rural schools and for urban schools it was 35:1
- Mid day meal and free textbooks were available in about 95% schools
- Average number of working days was 215 days with 8 periods a day
- Workbooks for teachers were available in 59% schools
- Parent teacher associations and VEC/AEC/SMC were in 95% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	59.33	56.51	63.37
Girls	59.82	57.51	63.22
Rural	58.86	56.77	62.33
Urban	62.04	57.74	66.7
SC	60.72	57.45	63.13
ST	62.95	59.11	64.13
OBC	57.57	55.55	62.02
Others	62.36	59.45	66.68
Total	59.56	56.98	63.3

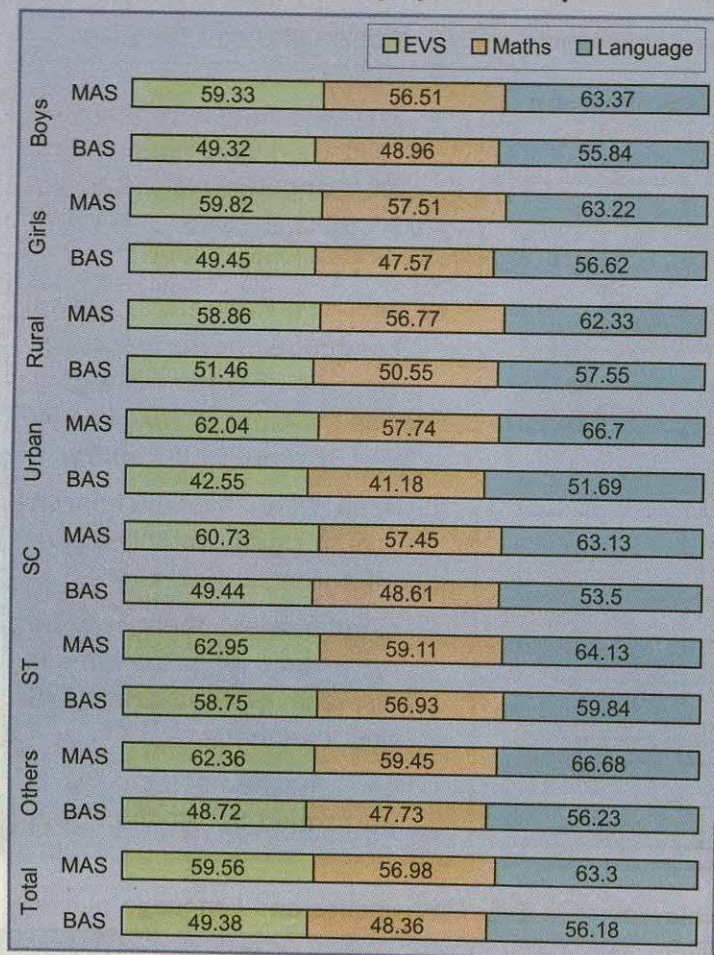
- The overall achievement of children in EVS, Mathematics and Language was 59.56%, 56.98% and 63.3% respectively
- In Mathematics and Language, performance of children of Others category was the highest, followed by ST, SC and OBC children
- Area wise, urban children scored significantly better in all three subjects
- Gender wise, there was no difference in achievement between boys and girls in EVS and Language
- In Mathematics, girls performed better than boys

District wise Learning Achievement in EVS, Mathematics and Language

- In EVS, the achievement in Surat was the highest and was the lowest in Gandhinagar
- In Mathematics, children of Kachchh showed the highest achievement and Gandhinagar showed the lowest
- In Language, achievement was the highest in Junagadh and lowest in Banaskantha
- In Gandhinagar, Banaskantha and Anand districts achievement of children was less than the state average by more than 5%

	EVS	Maths	Language
Anand	54.57	49.94	57.92
Panchmahals	63.21	54.52	63.67
Gandhinagar	44.66	42.47	53.71
Banaskantha	48.36	48.61	52.43
Patan	61.55	59.31	66.31
Rajkot	65.64	59.58	67.03
Junagadh	66.08	65.13	72.32
Jamnagar	62.78	62.28	66.36
Kachchh	56.20	66.29	63.68
Surat	68.43	65.63	69.76
Navsari	64.66	57.64	64.71
Gujarat	59.56	56.98	63.30

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

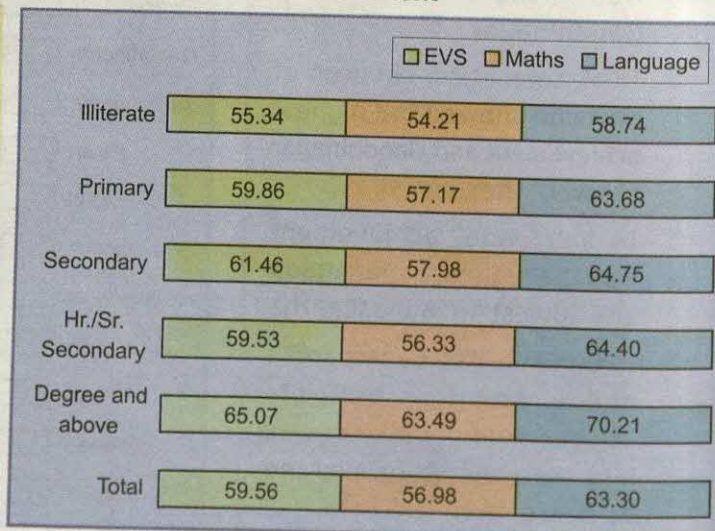


- In all the three subjects, the achievement of students increased during MAS from BAS
- Learning achievement increased by more than 10% among Others category children in all three subjects during MAS from BAS
- Gender and area wise also achievement increased by 7% to 10% in all three subjects during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of fathers who were graduate or above level educated performed better in all three subjects
- Fathers education had shown positive influence on achievement of children



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	55.96	54.19	59.78
Primary	61.41	58.27	64.74
Secondary	63.13	59.66	68.07
Hr./Sr. Secondary	68.04	63.15	69.37
Degree and above	65.33	66.1	71.26
Total	59.56	56.98	63.30

- Children of mothers who were degree and above level educated performed better in Mathematics and Language
- Mothers educational status had shown positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- Occupation of parents positively influenced learning achievement of children

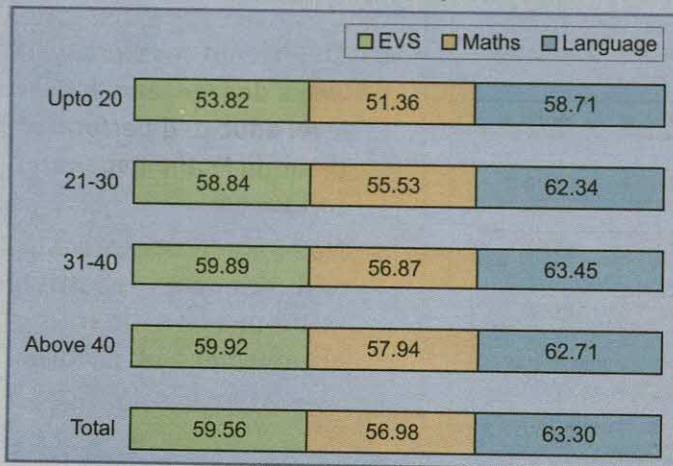
	EVS	Maths	Language
Farmer	57.41	56.52	62.16
Unskilled Labourer	61.05	56.84	63.45
Skilled	60.38	56.58	64.25
Shopkeeper	59.69	59.33	66.47
Manager	59.8	57.38	64.02
Other	60.28	59.87	64.34
Total	59.56	56.98	63.3

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	59.25	56.77	63.53
Farmer	59.19	59.75	64.90
Unskilled Labourer	61.05	57.22	61.86
Skilled	57.71	54.64	62.50
Shopkeeper	70.54	61.31	70.62
Manager	59.90	56.60	63.25
Other	54.74	49.32	59.45
Total	59.56	56.98	63.30

- Children of mothers who were shopkeepers performed better in all three subjects

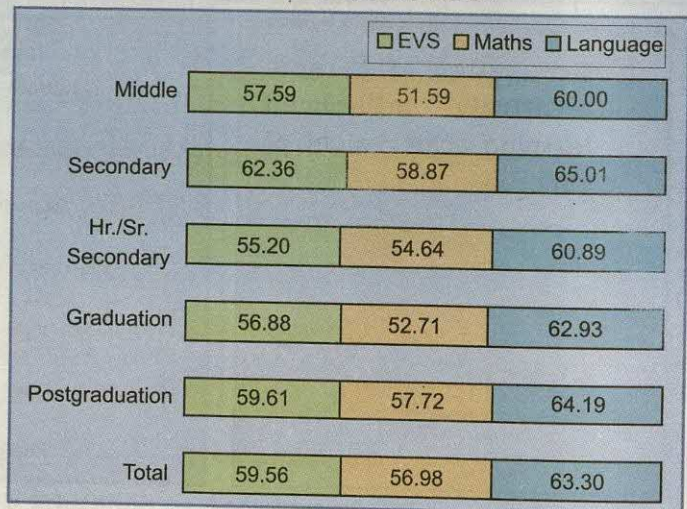
Effect of Pupil Teacher Ratio on Achievement



➤ Schools with high PTR performed moderately well in all three subjects

Effect of Teachers Educational Qualification on Achievement

➤ Achievement in all three subjects was better when the children were taught by teachers with secondary education qualification



Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored significantly better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks
- Schools having VEC and PTA scored significantly better in all three subjects

REGRESSION ANALYSIS

School Characteristics

School related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	28.519	-	31.71	-	35.017	-
Infrastructure Index	0.765	0.03	0.338	0.03	0.417	0.04
Instructional Facility Index	1.309*	0.07	0.991	0.06	1.121*	0.06
Auxiliary Facility Index	1.893*	0.07	2.060*	0.09	2.459*	0.07
Human Resource Index	0.878	0.04	0.880	0.03	0.852	0.04
Community Participation Index	3.563*	0.09	3.052*	0.10	0.727	0.03
Inspection of Schools	4.696**	0.11	3.016*	0.11	1.275*	0.08
R^2	0.072		0.048		0.112	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 7.2% in EVS, 4.8% in Mathematics and 11.2% in Language
- Inspection of schools, instructional and ancillary facilities in schools and community participation had significant impact on EVS achievement
- Inspection of schools, ancillary facilities in schools and community participation had significant impact on Mathematics achievement
- Inspection of schools and instructional & ancillary facilities in schools had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	58.85	-	56.05	-	63.52	-
Teacher Efficiency Index	0.489	0.04	1.205*	0.07	1.015*	0.09
Teacher Professionalism Index	0.720	0.06	1.013*	0.07	0.702	0.06
R^2	0.01		0.03		0.02	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 1% in EVS, 3% in Mathematics and 2% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teachers professionalism contributed significantly to Mathematics achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) contributed significantly to Language achievement

Student Background

Pupil related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	56.882	-	56.56	-	60.01	-
Socio-economic Index	1.988**	0.08*	1.780**	0.08*	3.248**	0.12**
Supplementary Helping Index	2.637**	0.11**	2.765**	0.11**	3.149**	0.12**
Student Attendance	0.112	0.01	0.215	0.02	0.023	0.01
Distance from Home to School	-0.129	-0.01	-0.268	-0.02	0.214	0.02
R^2	0.05		0.03		0.039	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 5% in EVS, 3% in Mathematics and 3.9% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly to EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in simple interest and fractions & decimal
- In Language, learning difficulties were found in comprehension of story

TEST CHARACTERISTICS

- Nearly, 18% items in EVS and Language and 29% items in Mathematics were difficult
- About 90% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 21% to 24% children in EVS and Mathematics and 11% children in Language scored less than 40% marks
- Nearly 1% to 1.5% children in all three subjects scored more than 80% marks
- Children performed better in profit & loss and average in Mathematics
- In Language, children performed better in spelling and comprehension of instruction
- In descriptive questions of Language, 11.5% children scored 10 out of 10 and 12.5% children scored zero

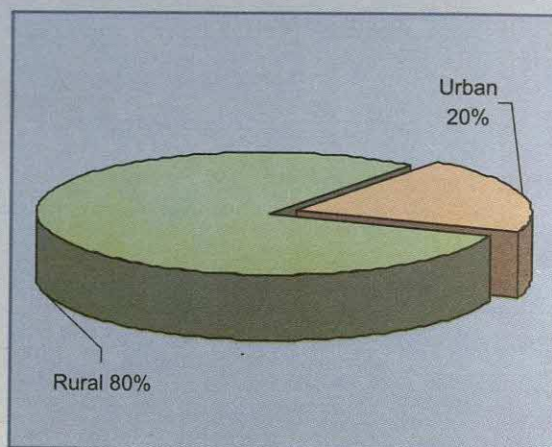
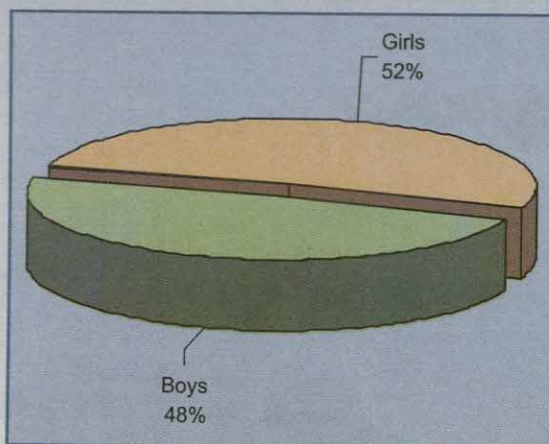
Haryana



PROFILES

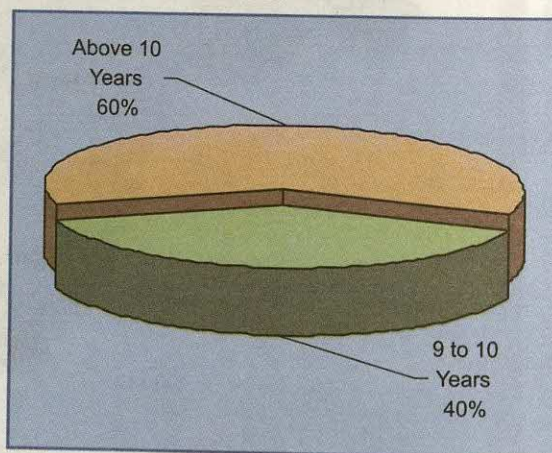
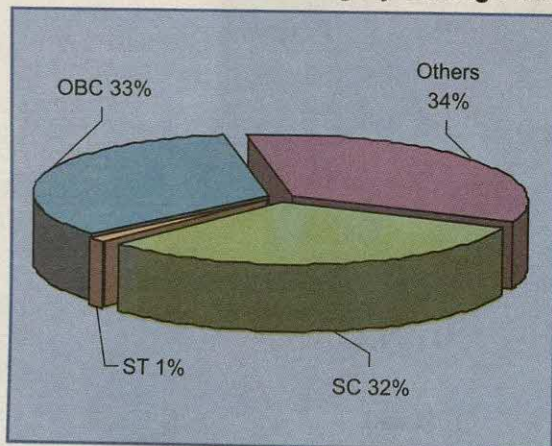
PUPIL

Gender and Area wise Distribution of Children



- A total of 3580 children from 9 districts were sampled from the state. Within the sample, 48% were boys and 52% were girls
- Area wise, 80% children were from rural area and 20% from urban area

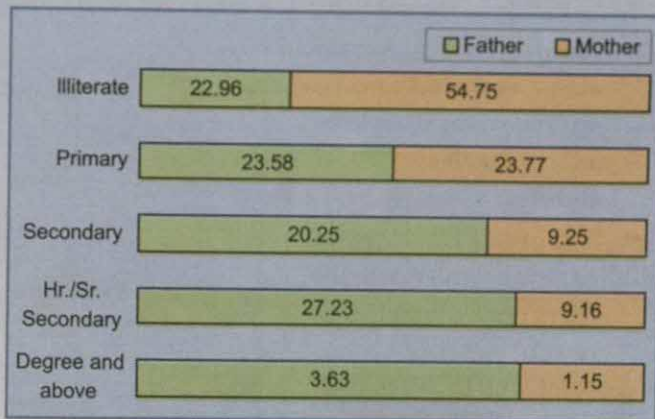
Category and Age wise Distribution of Children



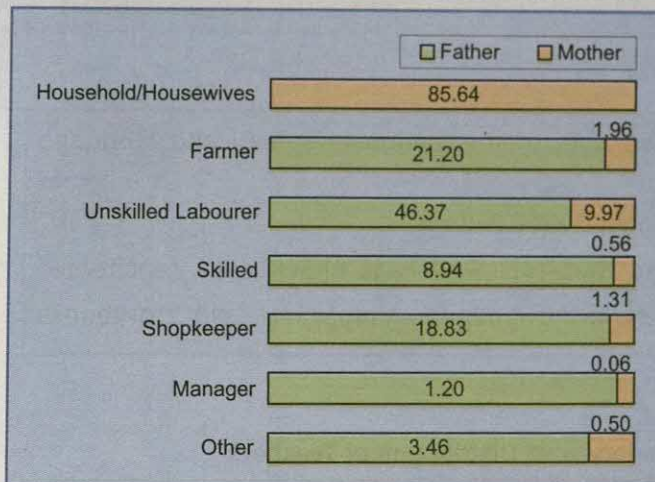
- Social group wise, 34% children belonged to Others category and only 1% from ST category
- Age wise, 60% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 55% mothers were illiterate as against 23% of fathers
- Only 3.6% fathers studied up to degree and above level and for mothers it was only 1.1%



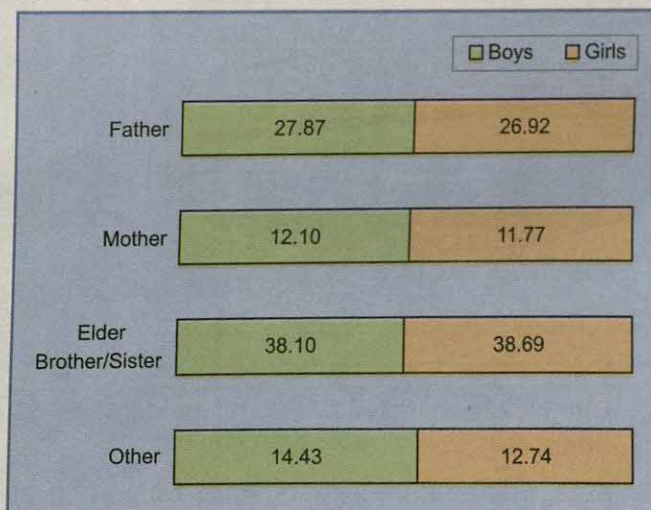
Distribution of Students on the Basis of Parents' Occupation



- Majority of fathers (68%) were farmer or unskilled labourer
- Majority of mothers (86%) were housewives
- Only 1% fathers and very few mothers were manager

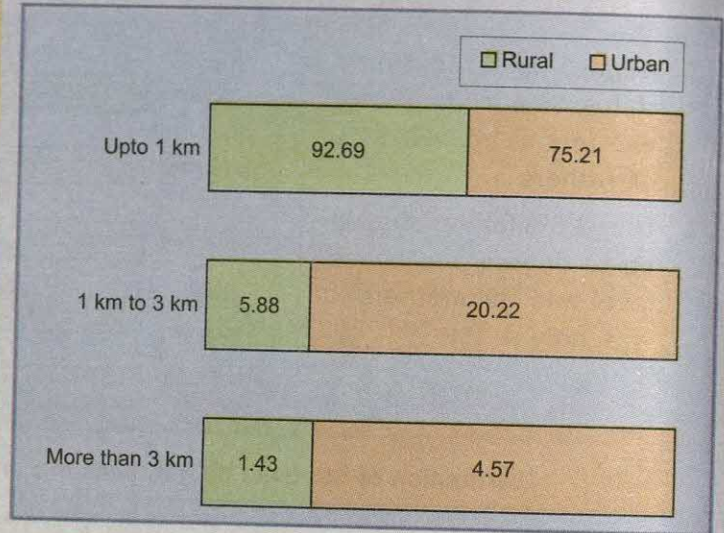
Academic Assistance Received from Family Members

- Elder peers provided more academic help to their siblings
- Only 12% mothers helped their children in academic activities



Distance of School from Home

- Children from urban area covered more distance to reach school as compared to rural children
- About 27% urban children walked more than one kilometre to reach school as compared to 7% of their rural counterparts

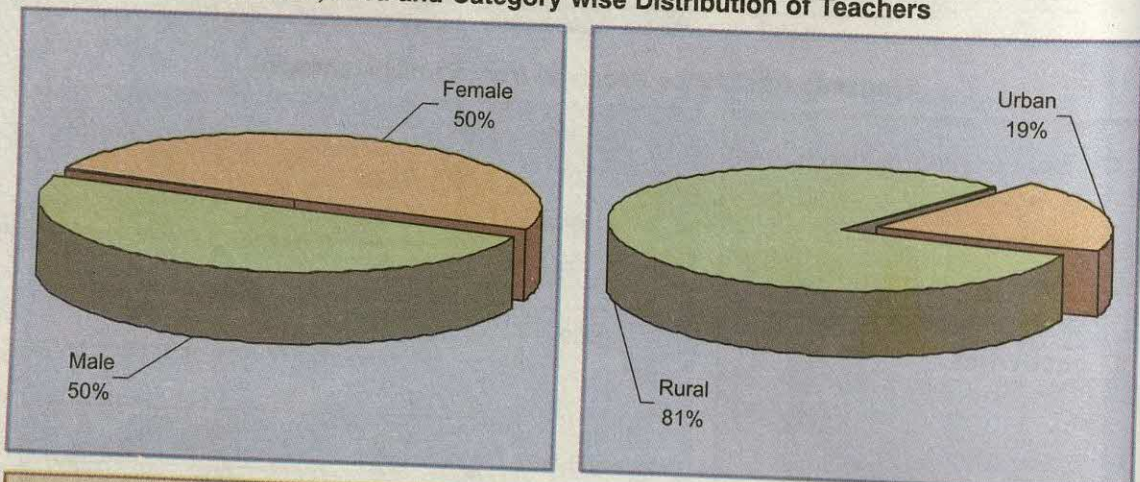


Other Trends

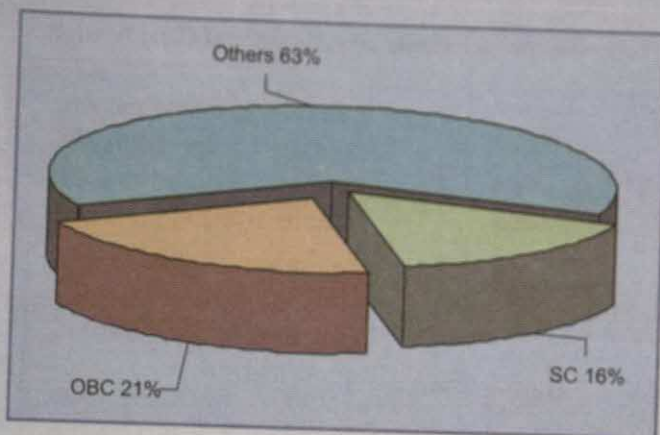
- In case of 85% children, the medium of instruction in school and language spoken at home was same
- About 19% children were taking private tuition
- Less than 1% children revealed that classwork was checked by teachers
- Nearly 50% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



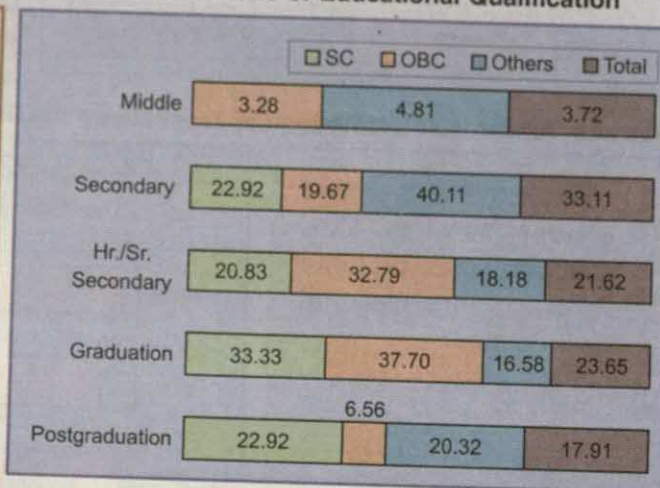
- Out of 296 sampled teachers, percentage of male and female teachers was same
- Area wise, 81% teachers were from rural and 19% from urban schools



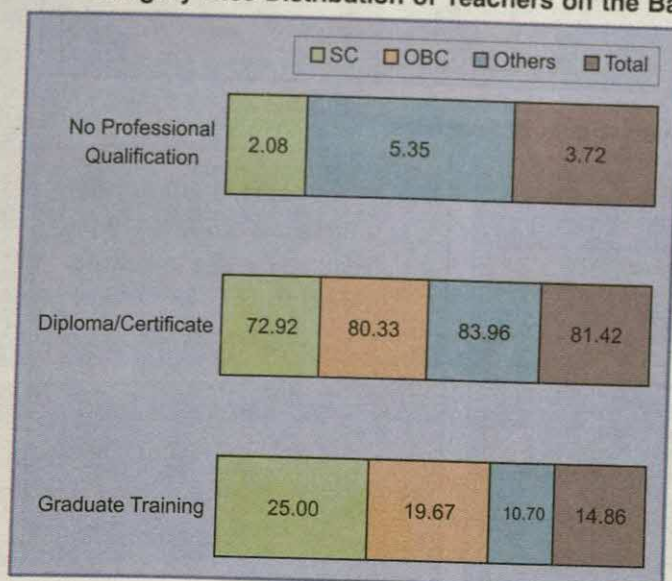
- Category wise, maximum teachers were from Others category (63%) followed by OBC (21%) and 16% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From SC and OBC categories, maximum number of teachers were graduate
- About 23% teachers from SC category and 7% from OBC category were postgraduate

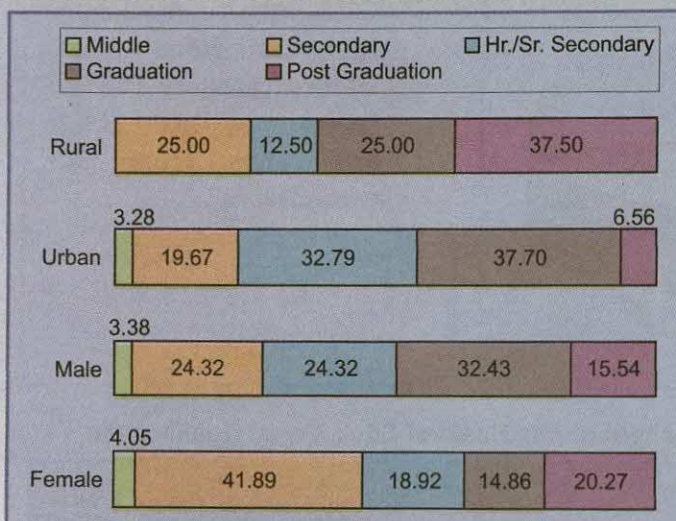


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers from each category had diploma level training
- About 4% teachers did not have any professional qualification

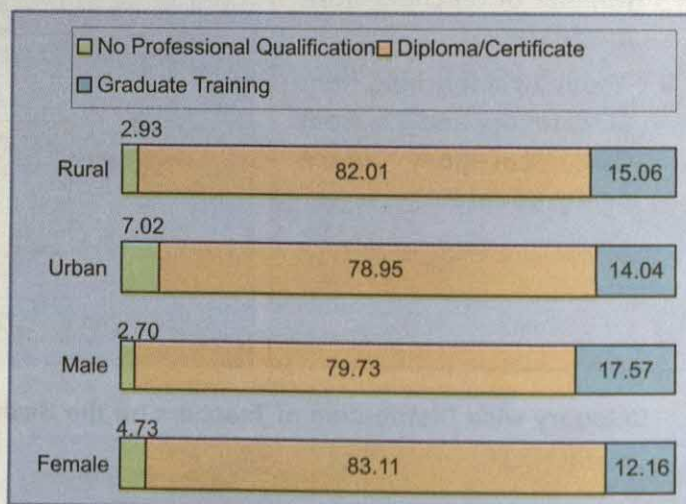
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



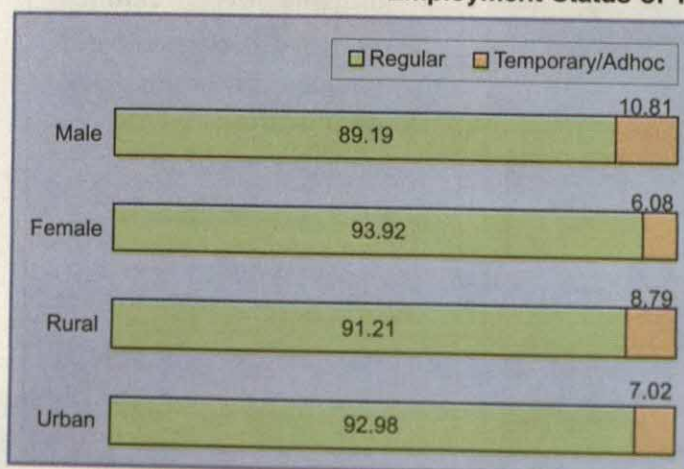
- Nearly 32% male teachers studied up to graduate level as compared to 15% female teachers
- Teachers from rural schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of area and gender 79% to 83% teachers had diploma level professional qualification

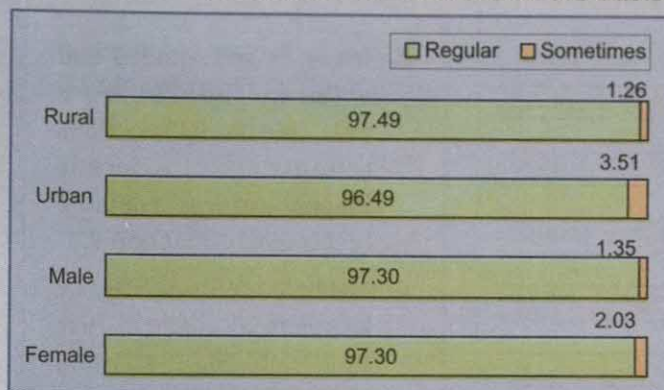


Employment Status of Teachers



- Irrespective of gender and area 89% to 94% teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



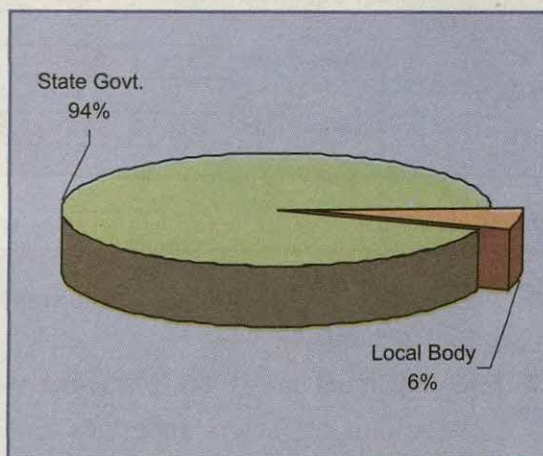
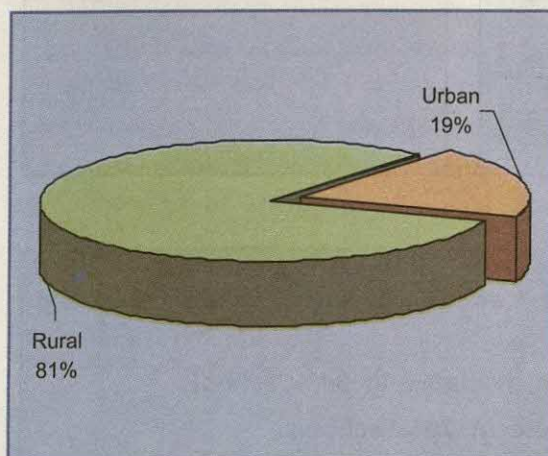
- More than 96% teachers revealed that they were giving homework to children regularly
- Gender and area wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 15 years
- Majority (50%) of training programmes were conducted in Block Resource Centre and only 3% were conducted by Teacher Resource Centre
- Teachers diary was being maintained by 72% teachers
- Teaching learning materials were available to 94% teachers
- Nearly 81% to 85% teachers studied Social Science and Mathematics up to secondary level

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 265 sampled schools, 81% were from rural area and 19% from urban area
- Management wise, 94% schools were managed by state government and remaining 6% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	75.23	72.55	74.72
Separate toilet facilities for girls	62.15	70.59	63.77
Electric connection for school	41.12	78.43	48.30
T.V.	4.21	15.69	6.42
Computer	3.27	29.41	8.30
Musical Instrument	22.43	41.18	26.04
Mats & Furniture for all students	94.86	100.00	95.85
Blackboard	99.53	100.00	99.62
Playground	82.24	76.47	81.13
Maps	96.26	98.04	96.60
Globes	91.59	92.16	91.70
Charts	98.13	96.08	97.74
Primary Science Kit	64.95	68.63	65.66
Mathematics Kit	71.50	84.31	73.96
Children Books	93.46	96.08	93.96

- Maps, charts, globes and children books were available in 92% - 98% schools whereas blackboard was available in almost all schools
- Mathematics and Science kits were available in 74% and 67% schools respectively
- Television was available in 6% schools and computers were found in 8% schools
- Musical instruments were available in 26% schools
- Separate toilet facility for girls was in 64% of schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio for the state was 39:1 and it was same for both rural and urban schools
- Mid day meal and free textbooks were available in 94% schools
- Scholarship for attendance was available in 79% schools
- Average number of working days was 216 days with 7 periods a day
- Parent teacher associations existed in 90% schools and VEC/AEC/SMC were in 97% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	46.31	48.51	58.95
Girls	46.85	48.47	57.62
Rural	45.20	47.38	56.58
Urban	52.12	52.88	64.90
SC	45.36	45.91	56.21
ST	44.87	49.50	55.48
OBC	46.71	49.27	59.01
Others	47.71	50.11	59.54
Total	46.60	48.49	58.26

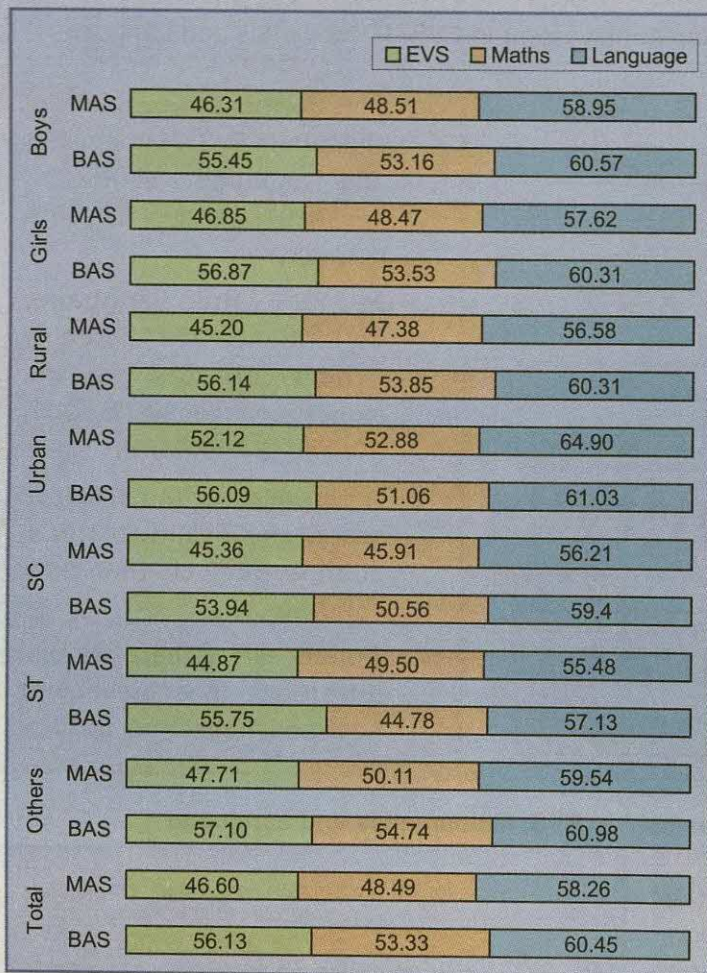
- The overall achievement of children in EVS, Mathematics and Language was 46.6%, 48.49% and 58.26% respectively
- In EVS and Language, performance of children of Others category was the highest and followed by OBC, SC and ST children
- Area wise, urban children scored significantly better in all three subjects than rural children
- Gender wise, there was no difference in achievement between boys and girls

District wise Achievement in EVS, Mathematics and Language

- In EVS and Mathematics, the achievement in Panipat was the highest and was the lowest in Bhiwani
- In Language, achievement was the highest in Ambala and lowest in Bhiwani

	EVS	Maths	Language
Jind	45.23	44.86	57.43
Panchkula	48.39	50.67	61.99
Panipat	52.43	53.18	58.79
Bhiwani	38.6	43.69	53.88
Hisar	41.42	47.6	54.66
Sonapat	47.87	49.92	57.62
Ambala	48.00	43.98	62.06
Faridabad	50.93	51.31	59.27
Rewari	45.56	50.95	59.26
Haryana	46.6	48.49	58.26

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

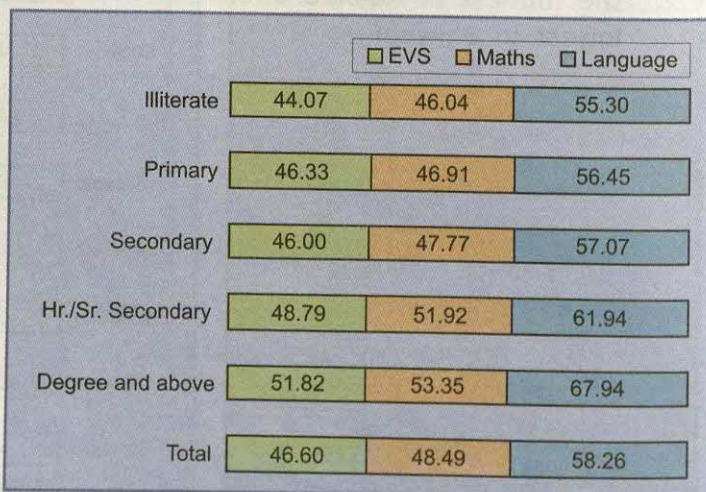


- In all three subjects, the achievement of children decreased by 2% to 10% during MAS from BAS
- In Mathematics and Language, achievement of urban students increased during MAS from BAS
- Achievement in EVS declined by 10% during MAS from BAS in each category

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was 7% to 12% better than children of illiterate fathers
- Fathers education had shown a positive influence on achievement of children



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	45.69	47.69	56.87
Primary	46.46	47.88	57.49
Secondary	47.59	51.13	60.52
Hr./Sr. Secondary	51.28	52.59	64.94
Degree and above	53.46	50.85	72.90
Total	46.60	48.49	58.26

- Achievement in EVS and Language increased by 8% to 15% when mothers education increased from illiterate to degree and above level
- Mothers educational status had shown a positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- Achievement of children increased by 4% - 11% when fathers occupation varied from farmers to manager
- Occupation of parents had positively influenced the learning achievement of children

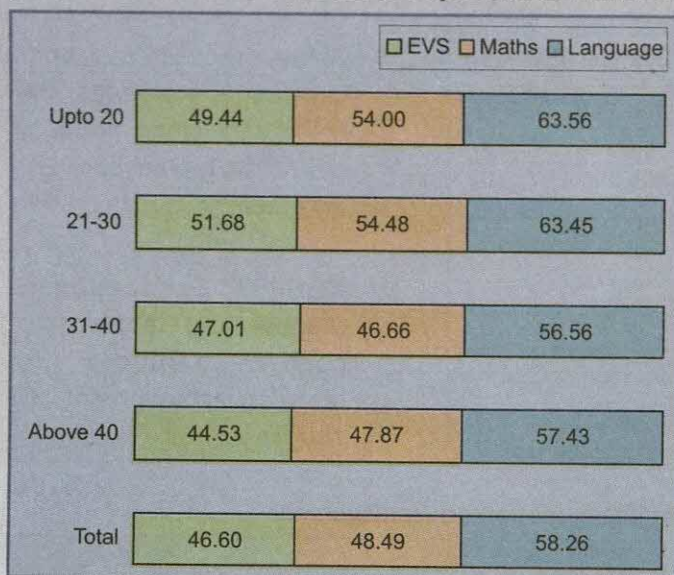
	EVS	Maths	Language
Farmer	44.29	47.53	56.86
Unskilled Labourer	46.77	47.59	56.98
Skilled	51.22	54.18	63.45
Shopkeeper	46.23	49.28	60.38
Manager	50.00	51.93	67.16
Other	47.23	46.26	55.81
Total	46.60	48.49	58.26

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	46.54	48.68	58.29
Farmer	45.80	46.66	54.73
Unskilled Labourer	47.06	46.69	57.74
Skilled	55.35	49.90	71.75
Shopkeeper	46.09	54.09	63.32
Manager	57.50	37.50	61.50
Other	40.00	44.39	47.83
Total	46.60	48.49	58.26

- Children of skilled worker mothers performed quite well in all three subjects
- Children of mothers who were manager performed better in EVS

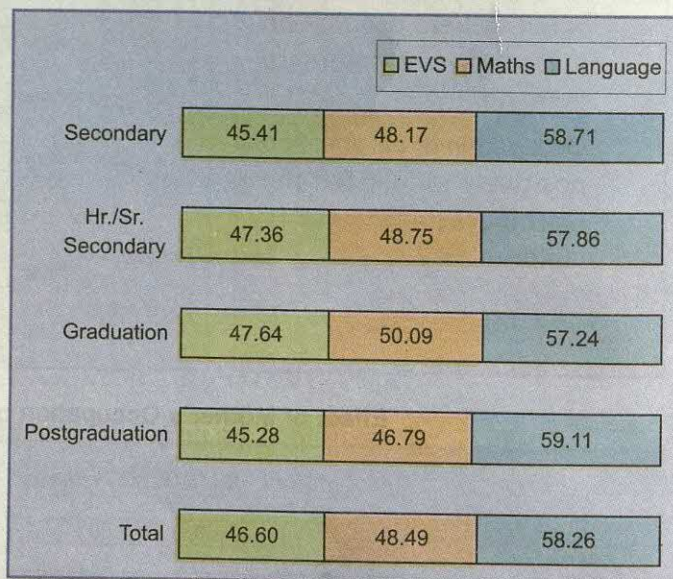
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in all three subjects when the PTR was between 21 and 30

Effect of Teachers Educational Qualification on Achievement

- Achievement in EVS and Mathematics was better when children were taught by teachers of graduate qualification
- Achievement in Language was better when the children were taught by teachers of postgraduate qualification



Other Trends

- Younger children (9-10 years) scored significantly better than older children in all three subjects
- Schools with more than five teachers performed better in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	45.75	-	45.19	-	50.86	-
Infrastructure Index	0.513	0.05	0.312	0.04	0.290	0.03
Instructional Facility Index	0.385	0.04	0.546	0.05	0.427	0.04
Auxiliary Facility Index	0.992	0.08	0.317	0.03	0.774	0.06
Human Resource Index	1.634*	0.09	3.322*	0.12	0.403	0.04
Community Participation Index	1.334*	0.09	2.689*	0.11	5.714**	0.18
Inspection of Schools	2.227*	0.10	0.642	0.06	2.371*	0.11
R^2	0.035		0.031		0.099	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 3.5% in EVS, 3.1% in Mathematics and 9.9% in Language
- Inspection of schools, community participation and more number of teachers had significant impact on EVS achievement
- Community participation and more number of teachers had significant impact on Mathematics achievement
- Inspection of schools and community participation had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	44.26	-	37.73	-	50.754	-
Teacher Efficiency Index	0.484	0.04	1.046*	0.08	2.526*	0.11
Teacher Professionalism Index	2.765*	0.09	1.550*	0.07	2.207*	0.11
R^2	0.03		0.03		0.019	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 3% each in EVS and Mathematics and 1.9% in Language achievement
- Teacher professionalism (maintaining of teacher dairy, giving homework to children, etc.) contributed significantly on EVS achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teacher professionalism contributed significantly on Mathematics and Language achievement

Student Background

Pupil related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	44.93	-	45.65	-	55.72	-
Socio-economic Index	1.703*	0.09*	2.891**	0.11*	3.962**	0.13*
Supplementary Helping Index	2.616**	0.10*	2.002**	0.10*	3.543**	0.12*
Student Attendance	0.578	0.06	0.114	0.03	0.425	0.04
Distance from Home to School	-0.356	-0.04	0.089	0.05	-0.356	-0.03
R^2	0.012		0.016		0.042	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 1.2% in EVS, 1.6% in Mathematics and 4.2% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal
- In Language, children performed comparatively poor in comprehension of story

TEST CHARACTERISTICS

- About 55% items in EVS and Mathematics and 35% items in Language were difficult
- Nearly 87% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.72 to 0.85

OTHER TRENDS

- About 39% to 45% children scored less than 40% marks in EVS and Mathematics as compared to 18% in Language
- About 4% children scored more than 80% marks in EVS and Mathematics as compared to 8% in Language
- In Mathematics, children performed better in simple interest
- In Language, children performed better in spelling and vocabulary
- In descriptive questions of Language, 22% children scored 10 out of 10 and 15% children scored zero

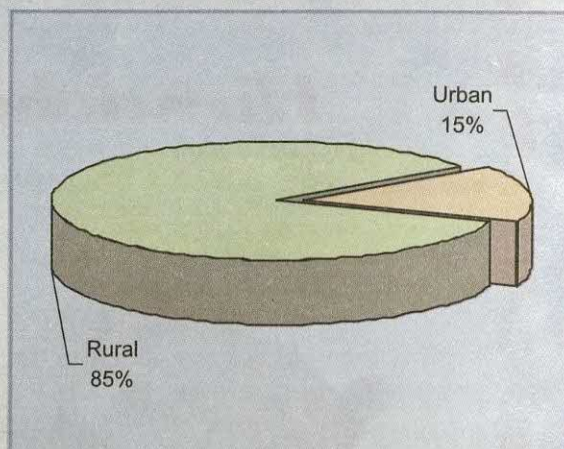
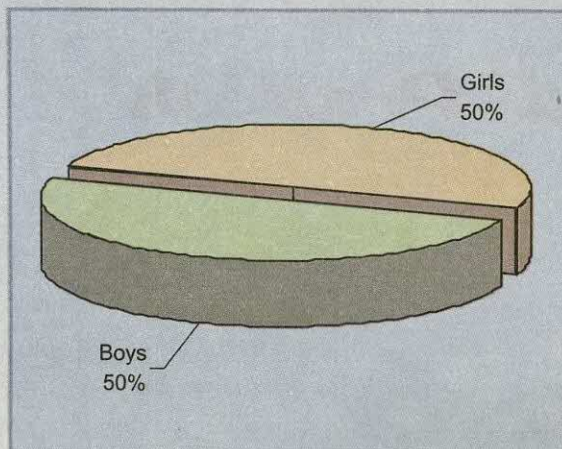
Himachal Pradesh



PROFILES

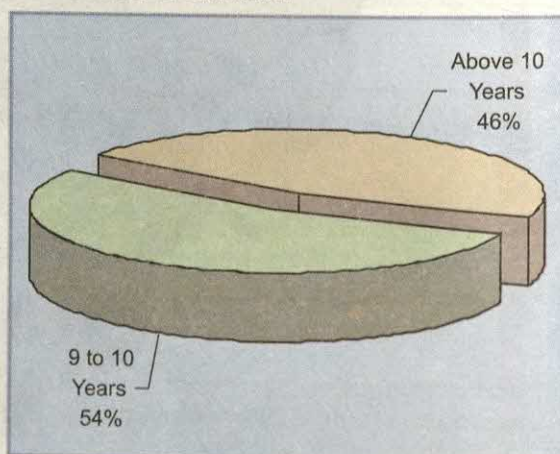
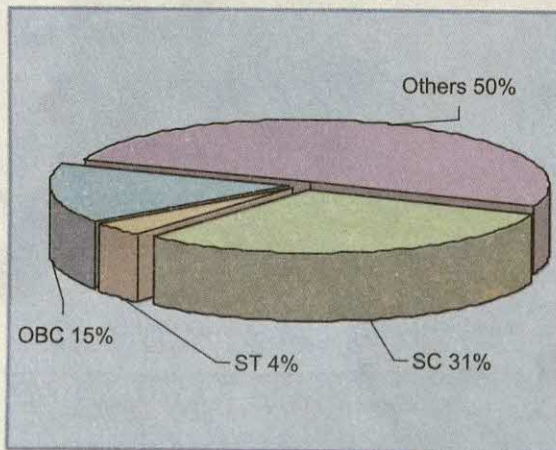
PUPIL

Gender and Area wise Distribution of Children



- A total of 2372 children from 6 districts were sampled from the state. Within the sample, the percentage of boys and girls was almost same
- Area wise, 85% children were from rural area and 15% from urban area

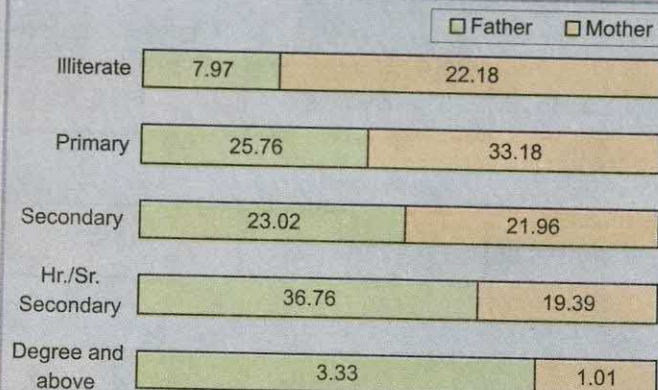
Category and Age wise Distribution of Children



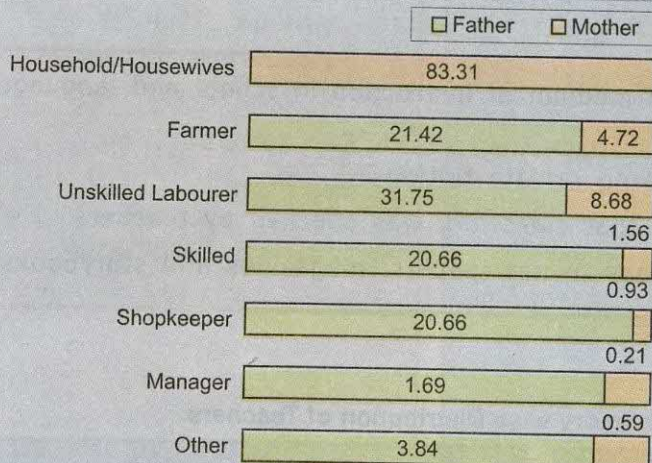
- Social group wise, 50% children belonged to Others category and only 4% from ST category
- Age wise, 54% children were 9 to 10 years age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 22% mothers and 8% fathers were illiterate
- Only 3% fathers studied up to degree and above level and for mothers it was only 1%



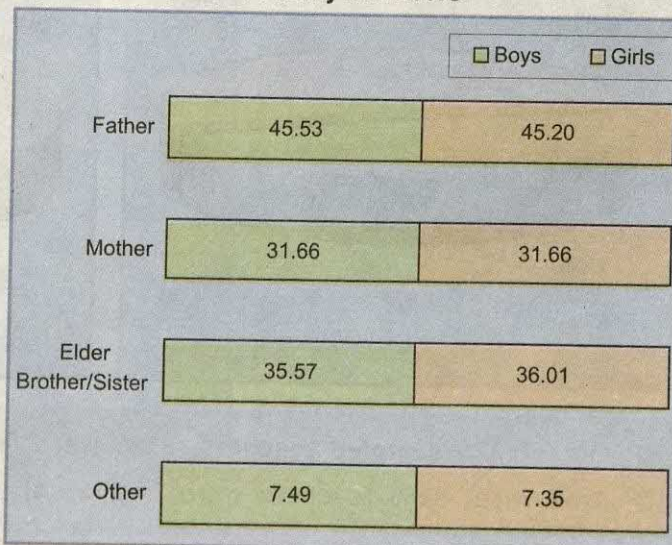
Distribution of Students on the Basis of Parents' Occupation



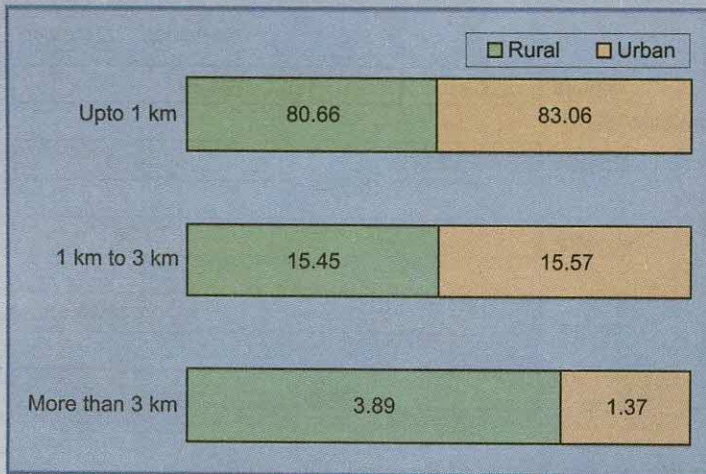
- Majority of fathers (53%) were either farmers or unskilled labourer
- Majority of mothers (83%) were either housewives
- Only 1.7% fathers and 0.2% mothers were manager

Academic Assistance Received from Family Members

- Fathers provided more academic help to their children and it was followed by elder peers and mothers



Distance of School from Home



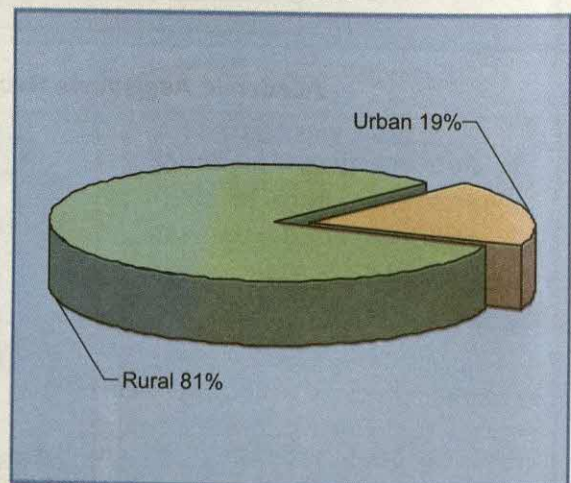
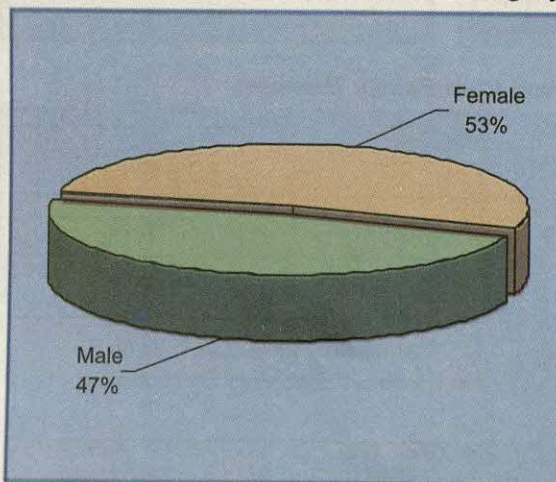
- Children from rural area covered more distance to reach school as compared to urban children
- About 19% rural children walked more than one kilometre to reach school

Other Trends

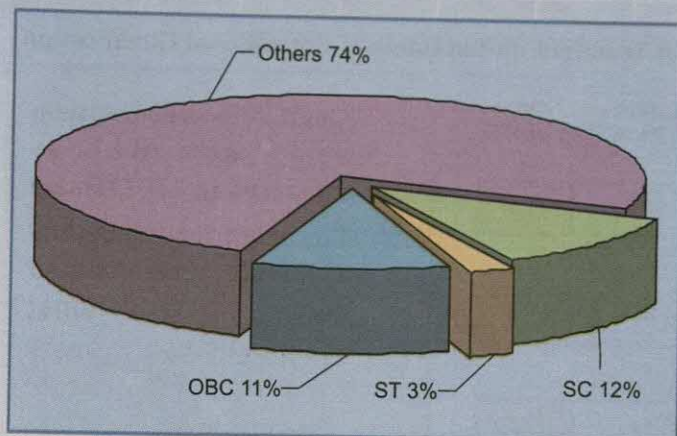
- In case of 47% children, the medium of instruction in school and language spoken at home was same
- About 11% children were taking private tuition
- Nearly 4% children revealed that classwork was checked by teachers
- About 59% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



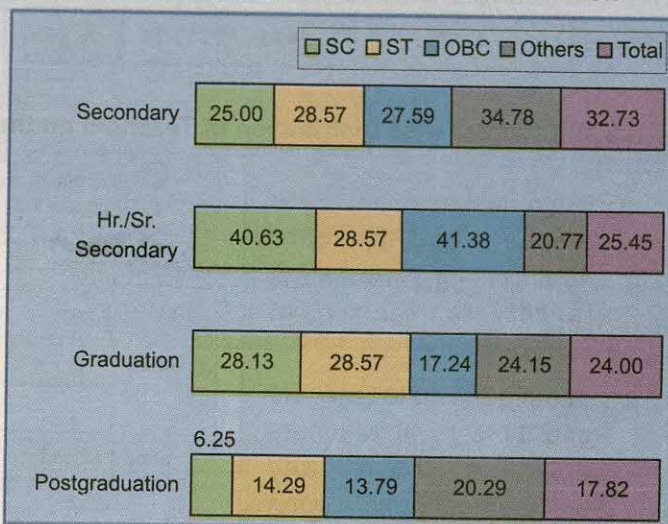
- Out of 275 sampled teachers, 53% were female and 47% were male.
- Area wise, 81% teachers were from rural and 19% from urban schools



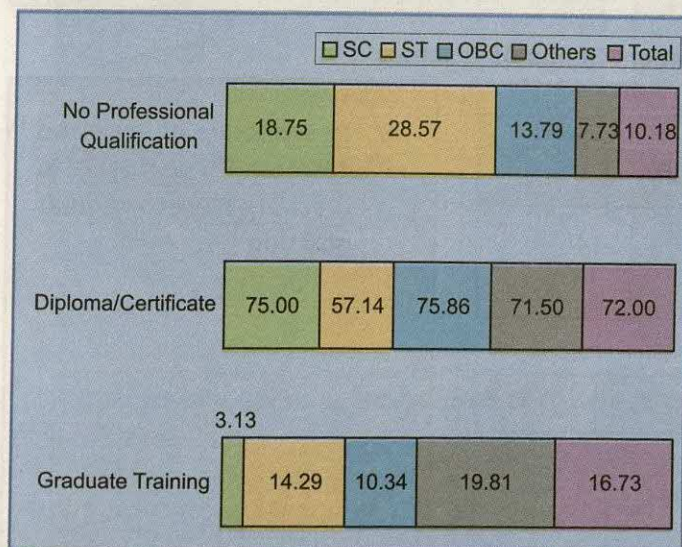
- Category wise, maximum teachers were from Others category (74%) followed by SC (12%), OBC (11%) and 3% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From Others category, maximum number of teachers were secondary level educated
- Most of the teachers from SC and OBC categories studied up to higher secondary level

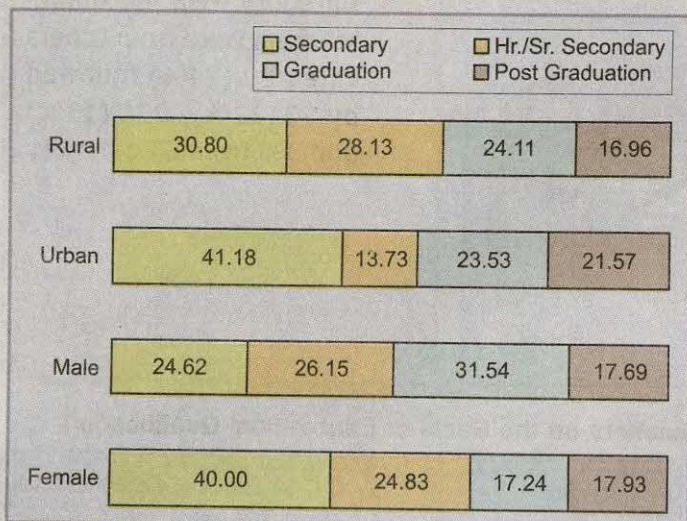


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from each category had diploma level training
- Nearly 17% teachers had graduate level training
- About 10% teachers did not have any professional qualification

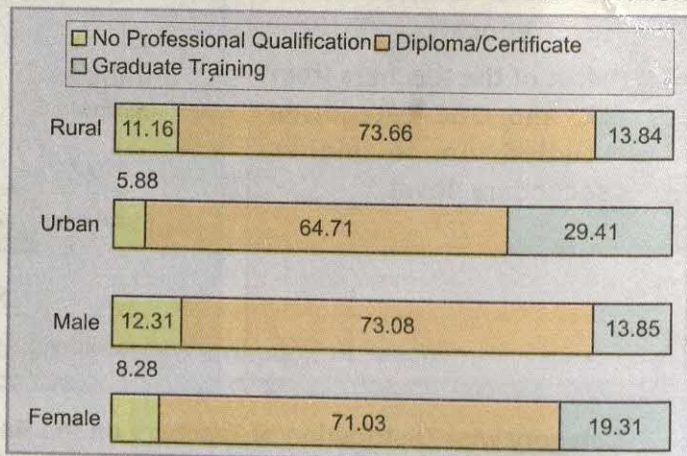
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



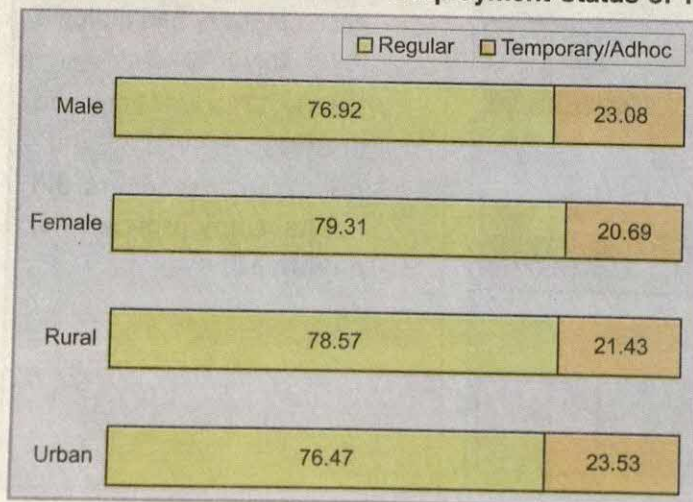
- About 32% male teachers were graduate as compared to 17% female
- Teachers from urban area and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 29% teachers had graduate level training as compared to 14% for their rural counterparts
- About 12% male teachers and 11% rural teachers did not have any professional qualification

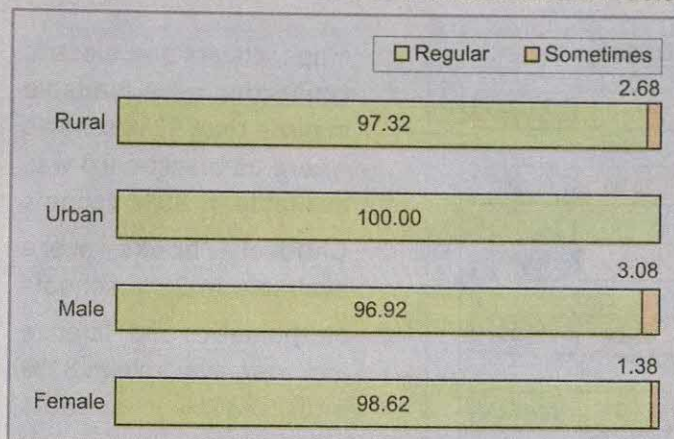


Employment Status of Teachers



- Irrespective of area and gender 76% to 79% teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



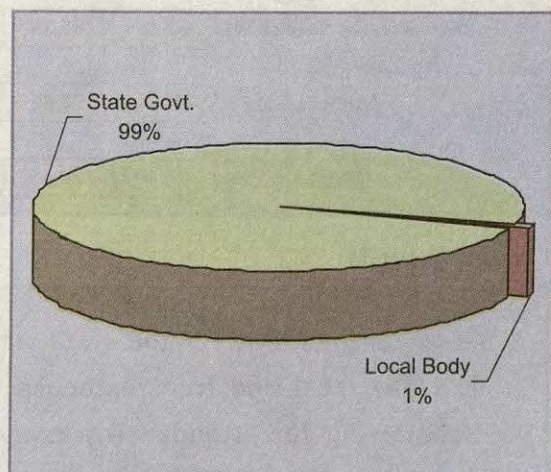
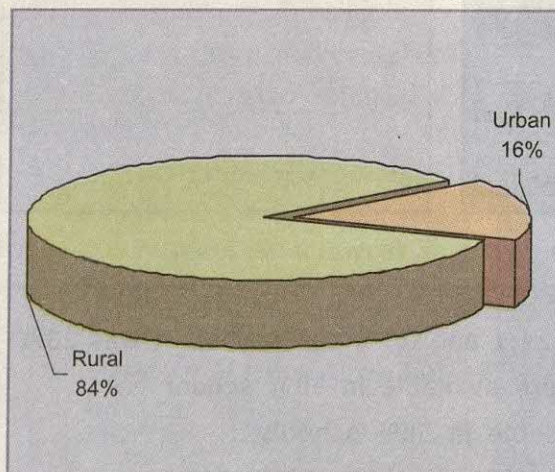
➤ More than 97% teachers revealed that they were giving homework to children regularly

Other Trends

- Average teaching experience of teachers was 12 years
- Majority (72%) of training programmes were conducted in DIET and only 4% were conducted in school complex
- Teachers diary was being maintained by 61% teachers
- About 22% teacher studied Language up to graduate level and for Mathematics and Social Science it was only 3% and 2% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 169 sampled schools, 84% were from rural area and 16% from urban area
- Management wise, 99% schools were managed by state government and remaining 1% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	46.48	51.85	47.34
Separate toilet facilities for girls	61.27	55.56	60.36
Electric connection for school	97.18	92.59	96.45
T.V.	71.13	66.67	70.41
Musical Instrument	80.28	74.07	79.29
Mats & Furniture for all students	36.62	44.44	37.87
Blackboard	77.46	92.59	79.88
Playground	60.56	66.67	61.54
Maps	98.59	100.00	98.82
Globes	42.25	70.37	46.75
Charts	90.85	100.00	92.31
Primary Science Kit	83.10	85.19	83.43
Mathematics Kit	79.58	88.89	81.07
Children Books	27.46	29.63	27.81

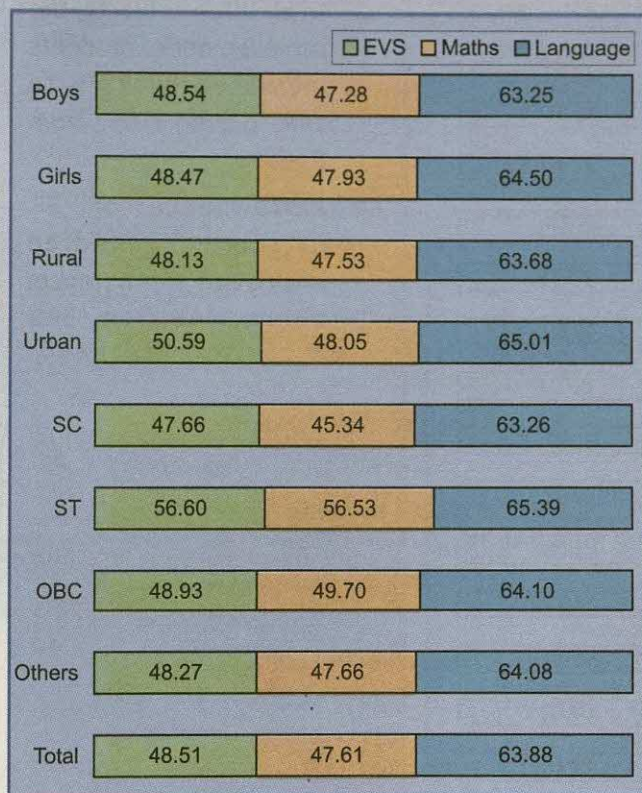
- Maps, charts and electric connection were available in more than 92% schools where as blackboard was available in 80% schools
- Children books were available in 28% schools
- Mathematics and Science kits were available in 81% and 83% schools respectively
- Television was available in 70% schools
- Separate toilet facility for girls was in 60% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio for the state was 24:1 and for urban schools it was 28:1
- Mid day meal and free textbooks were available in 98% school
- Scholarship for attendance was available in 56% schools
- Average number of working days was 231 days with 7 periods a day
- Parent teacher associations were existing in 86% schools and VEC/AEC/SMC were in 98% schools

LEARNING ACHIEVEMENT

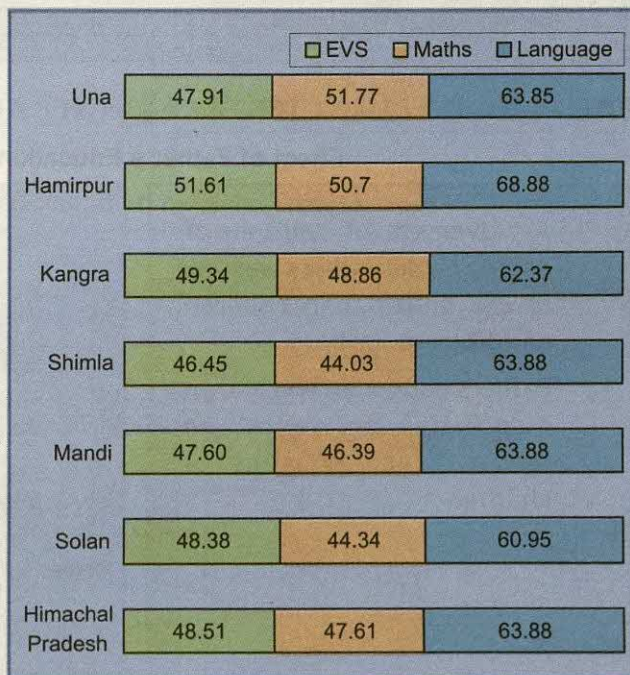
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



- The overall achievement of children in EVS, Mathematics and Language was 48.51%, 47.61% and 63.88% respectively
- In all three subjects, performance of children of ST category was the highest and followed by OBC, Others and SC children
- Area wise, urban children scored significantly better in all three subjects
- Gender wise, there was no difference in achievement between boys and girls

District wise Achievement in EVS, Mathematics and Language

- In EVS, the achievement in Hamirpur was the highest and lowest in Shimla
- In Language, the achievement in Hamirpur was the highest and lowest in Solan
- Children from Una performed better in Mathematics but lowest in Shimla



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

		EVS	Maths	Language
Boys	MAS	48.54	47.28	63.25
	BAS	35.11	34.51	49.94
Girls	MAS	48.47	47.93	64.50
	BAS	34.75	34.32	50.04
Rural	MAS	48.13	47.53	63.68
	BAS	34.80	34.47	49.69
Urban	MAS	50.59	48.05	65.01
	BAS	35.71	34.01	51.91
SC	MAS	47.66	45.34	63.26
	BAS	35.55	34.67	51.02
ST	MAS	56.60	56.53	65.39
	BAS	36.24	34.54	50.21
Others	MAS	48.27	47.66	64.08
	BAS	34.14	34.24	49.43
Total	MAS	48.51	47.61	63.88
	BAS	34.93	34.41	49.99

- In all three subjects, the achievement of students increased by 13% to 14% during MAS from BAS
- Performance of ST category children improved maximum during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Achievement of children of degree holder fathers was 7% to 8% better than children of illiterate fathers
- Fathers education had shown a positive influence on learning achievement of children

	EVS	Maths	Language
Illiterate	47.87	44.03	61.39
Primary	46.67	45.23	61.50
Secondary	48.56	48.11	64.03
Hr./Sr. Secondary	50.09	49.71	65.71
Degree and above	53.41	51.87	69.76
Total	48.51	47.61	63.88

Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	46.33	44.73	61.42
Primary	48.01	46.70	62.95
Secondary	47.92	47.84	63.71
Hr./Sr. Secondary	52.33	52.23	68.37
Degree and above	59.46	55.33	73.00
Total	48.51	47.61	63.88

- Learning achievement of children of degree holder mothers was 11% to 13% better than children of illiterate mothers
- Mothers educational status had shown a positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- Achievement of children in Mathematics and Language increased by 4% - 9% when fathers occupation varied from unskilled labourer to manager
- Occupation of Fathers had positively influenced the learning achievement

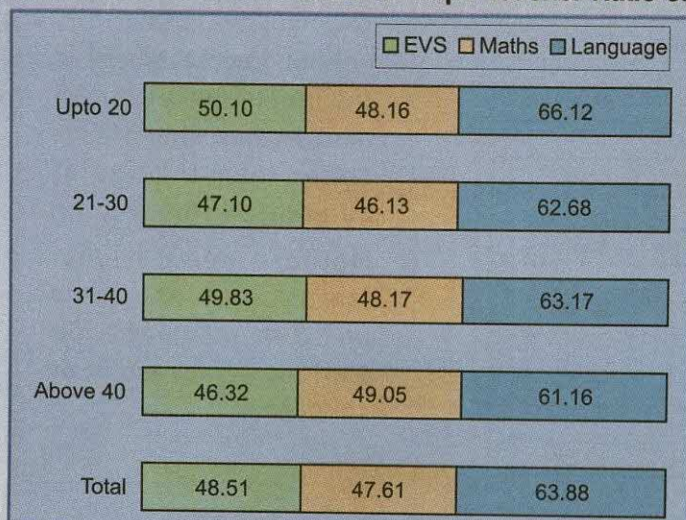
	EVS	Maths	Language
Farmer	48.63	45.88	62.18
Unskilled Labourer	47.01	45.34	63.01
Skilled	49.76	49.54	66.32
Shopkeeper	49.32	49.56	64.32
Manager	48.05	54.98	67.60
Other	49.27	51.84	63.57
Total	48.51	47.61	63.88

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	48.63	48.00	63.87
Farmer	50.51	45.33	63.00
Unskilled Labourer	46.84	45.90	63.72
Skilled	49.59	46.92	70.19
Shopkeeper	41.82	43.23	62.14
Manager	48.20	54.20	75.20
Other	47.43	42.57	57.93
Total	48.51	47.61	63.88

- Children of mothers who were manager performed better in Mathematics and Language
- Children of skilled labourer performed quite well in all three subjects

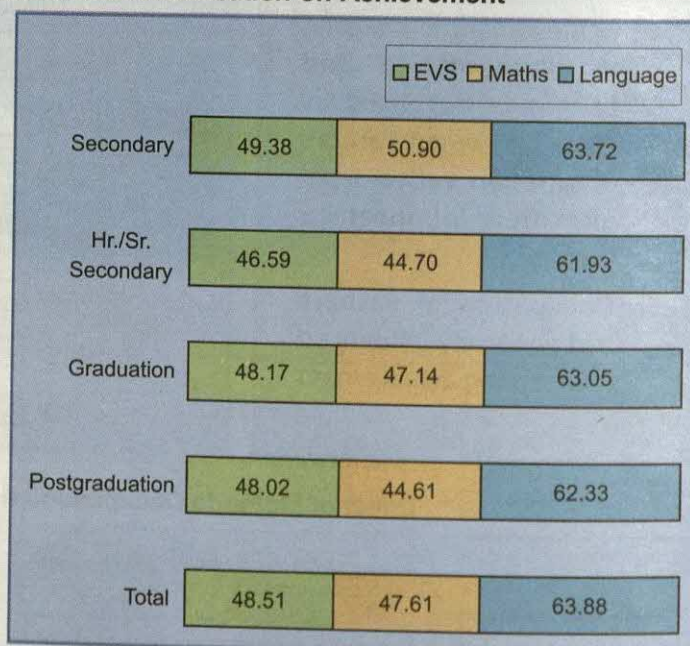
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Language when the PTR was up to 20:1
- In Mathematics PTR did not show any influence on children's achievement

Effect of Teachers Educational Qualification on Achievement

- Achievement in all three subjects was better when the children were taught by teachers of secondary education background



Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Younger children (9-10 years) scored significantly better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.36	-	41.81	-	62.467	-
Infrastructure Index	0.144	0.03	0.379	0.04	0.235	0.03
Instructional Facility Index	0.564	0.06	0.985	0.07	0.248	0.03
Auxiliary Facility Index	1.794	0.08	0.197	0.01	0.405	0.04
Human Resource Index	6.153*	0.11	5.252*	0.10	1.483	0.08
Community Participation Index	2.237	0.09	2.571	0.06	0.952	0.05
Inspection of Schools	0.536	0.05	0.432	0.03	0.741	0.04
R^2	0.032		0.031		0.012	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 3.2% in EVS, 3.1% in Mathematics and 1.2% in Language
- More number of teachers in school had significant impact on EVS and Mathematics achievement

Teacher Characteristics

Teacher related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	48.48	-	47.90	-	63.16	-
Teacher Efficiency Index	1.020	0.06	1.733		0.782	
Teacher Professionalism Index	1.398	0.08	2.621		0.695	
R^2	0.013		0.016		0.01	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 1.3% in EVS, 1.6% in Mathematics and 1% in Language achievement
- None of the teacher related variables contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variable	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	47.24	-	45.612	-	62.609	-
Socio-economic Index	3.119**	0.11**	4.82**	0.12**	3.296**	0.11**
Supplementary Helping Index	0.627	0.05	1.389	0.08	1.051	0.06
Student Attendance	0.254	0.03	0.215	0.02	0.514	0.03
Distance from Home to School	-0.321	-0.02	-0.298	-0.03	-0.124	-0.02
R^2	0.023		0.026		0.029	

**Significant at 0.05 level ** significant at 0.01 level*

- Pupil related variables could explain 2.3% in EVS, 2.6% in Mathematics and 2.9% in Language achievement
- Socio-economic status of children contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, percentage and measurement

TEST CHARACTERISTICS

- About 55% items in EVS and Mathematics, 27% items in Language were difficult
- Nearly 85% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 73%
- All three tests had good reliability coefficient ranging from 0.7 to 0.87

OTHER TRENDS

- About 40% to 41% children in EVS and Mathematics scored less than 40% marks as compared to 8% children in Language
- About 4% to 5% children in EVS and Mathematics scored more than 80% marks as compared to 12% children in Language
- In Mathematics, children performed better in simple interest and average
- In Language, children performed better in spelling and vocabulary
- In descriptive questions of Language, 13% children scored 10 out of 10 and 15% children scored zero

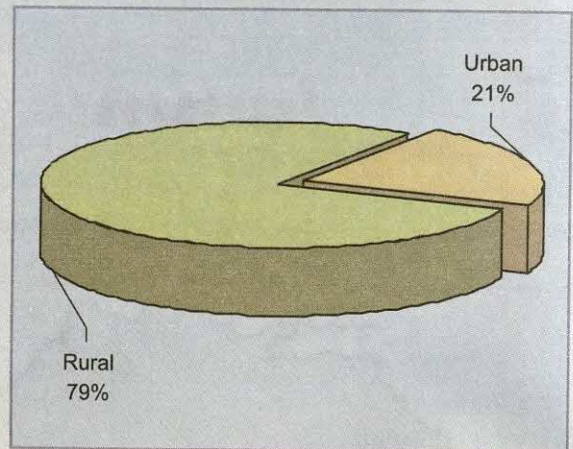
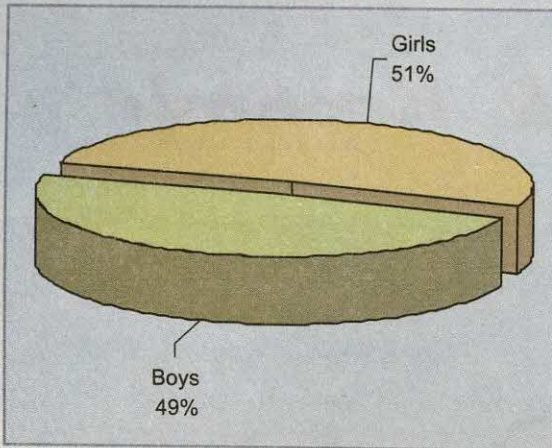
Jammu & Kashmir



PROFILES

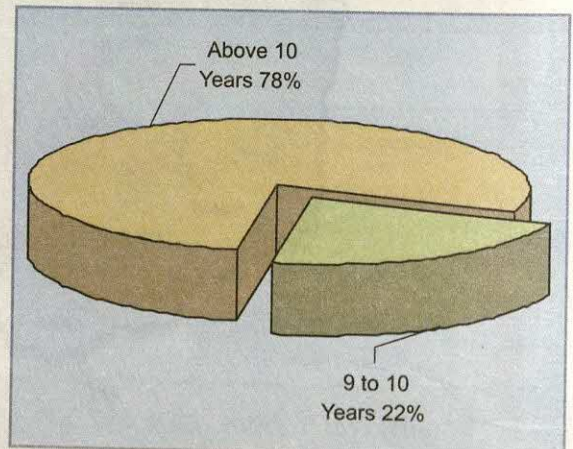
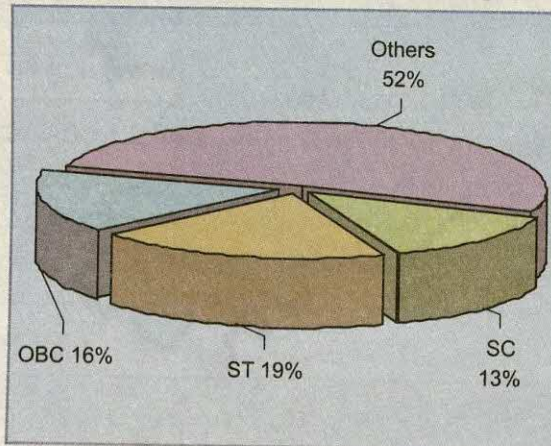
PUPIL

Gender and Area wise Distribution of Children



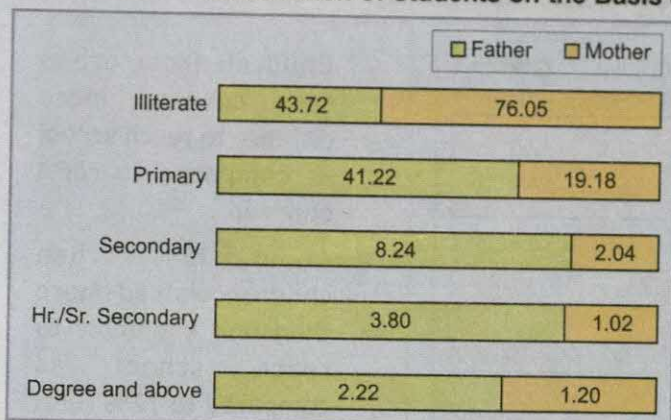
- A total of 2159 children from 8 districts were sampled from the state. Within the sample, 49% were boys and 51% were girls
- Area wise, 79% children were from rural area and 21% from urban area

Category and Age wise Distribution of Children



- Social group wise, 52% children belonged to Others category and 13% from SC category
- Age wise, 78% children were above 10 years of age

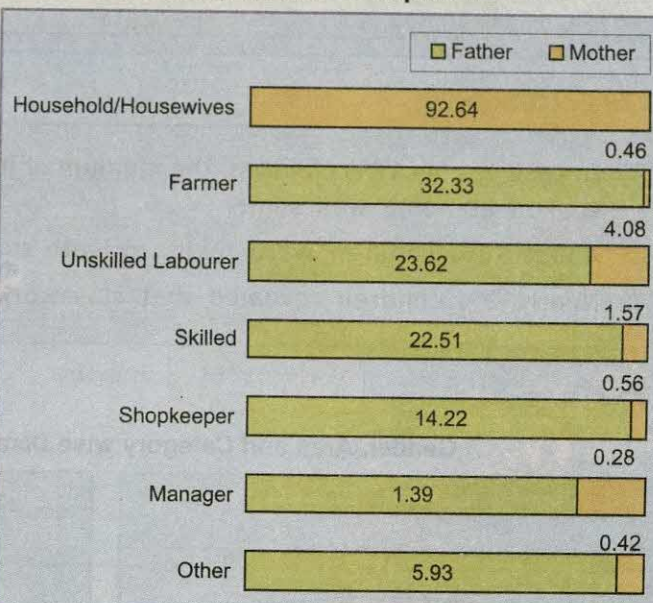
Distribution of Students on the Basis of Parents' Education



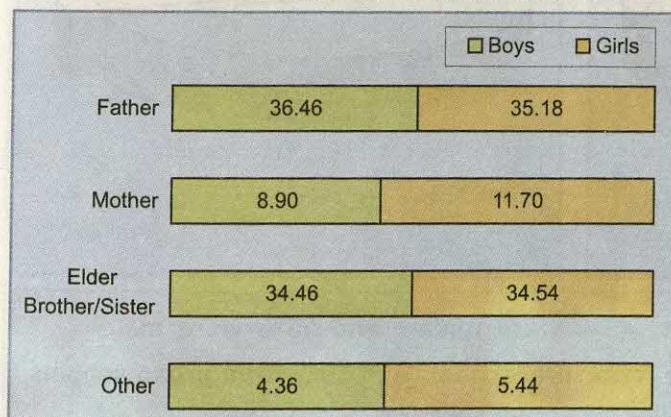
- Regarding educational status, 76% mothers were illiterate as against 44% fathers
- Only 2% fathers studied up to degree and above level and for mothers it was only 1%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (56%) were either farmers or unskilled labourer
- Majority of mothers (93%) were housewives
- Very few parents were manager

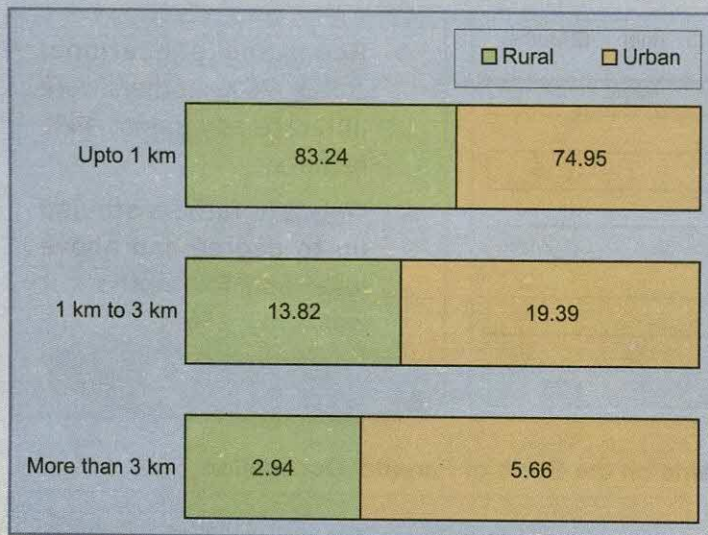


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and the trend was followed by elder peers

Distance of School from Home



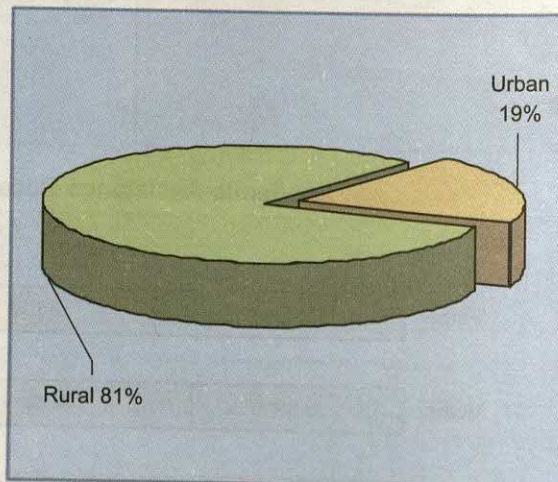
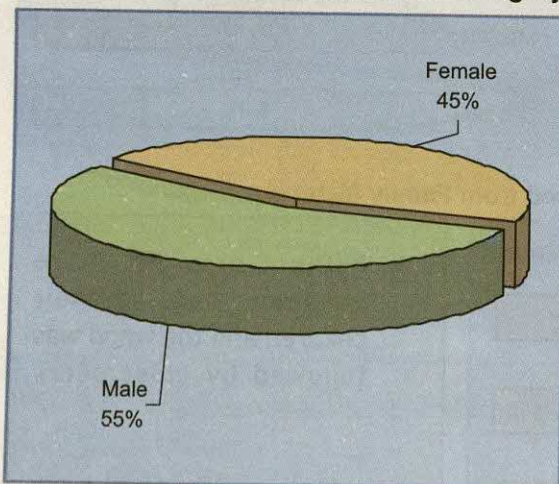
- Children from urban area covered more distance to reach school as compared to rural children
- About 25% urban children walked more than one kilometre to reach school as compared to 17% rural children

Other Trends

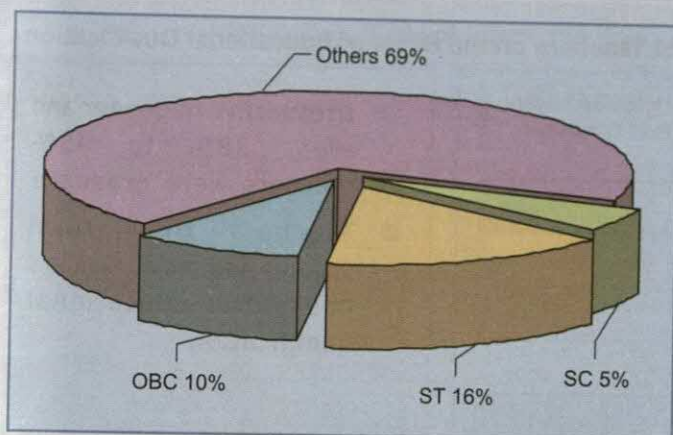
- In case of only 17% children, the medium of instruction in school and language spoken at home was same
- About 16% children were taking private tuition
- Nearly 2% children revealed that classwork was checked by teachers

TEACHERS

Gender, Area and Category wise Distribution of Teachers



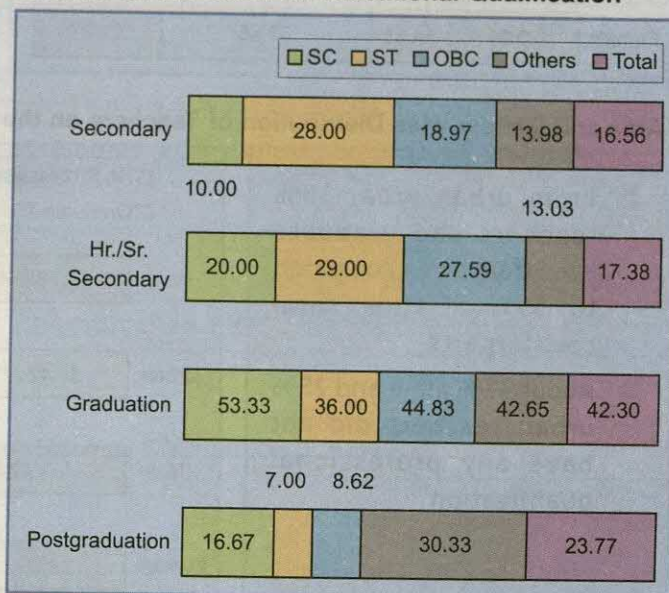
- Out of 610 sampled teachers, 45% were female and 55% were male
- Area wise, 81% teachers were from rural schools and 19% from urban schools



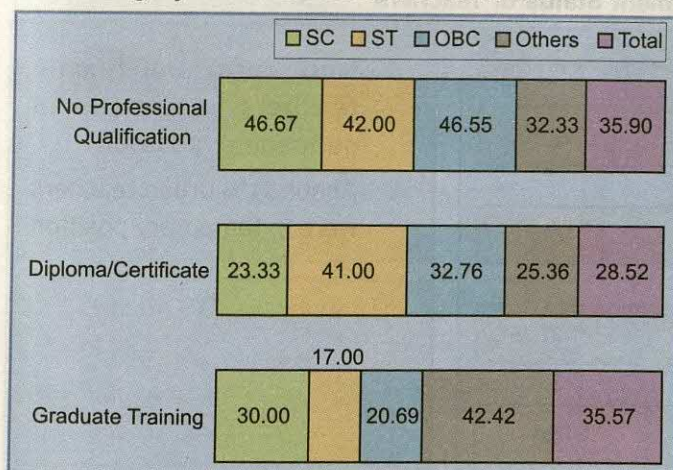
- Category wise, maximum teachers were from Others category (69%) followed by ST (16%), OBC (10%) and 5% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Nearly 42% teachers were graduate
- From each category majority of teachers studied up to graduate level

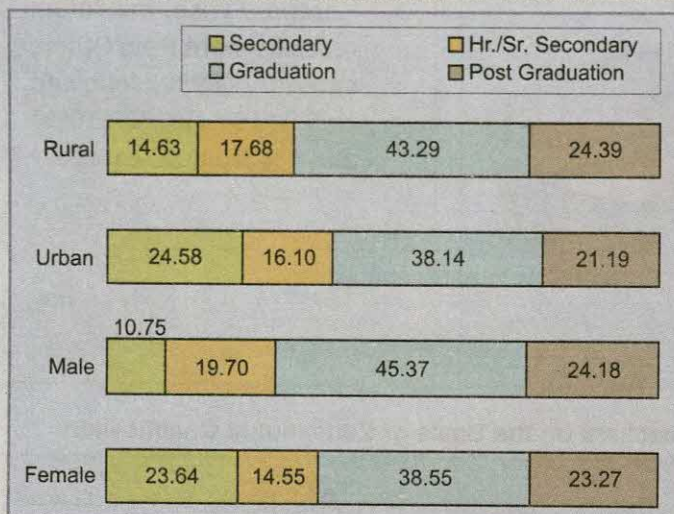


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers from Others category had graduate level training
- About 41% teachers from ST category had diploma level training
- Nearly 36% teachers did not have any professional qualification

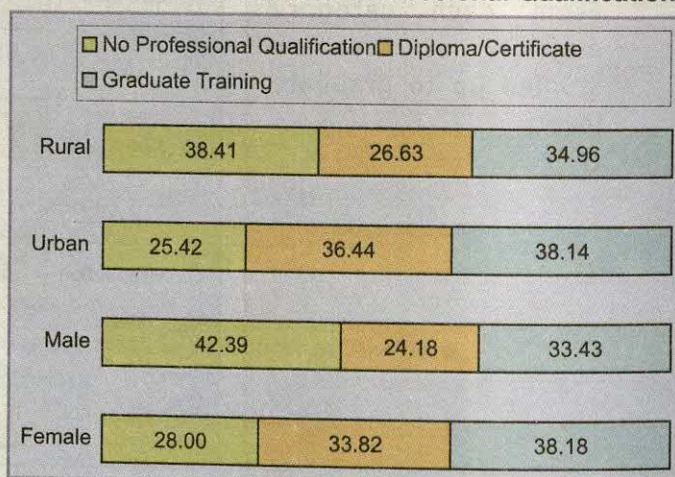
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



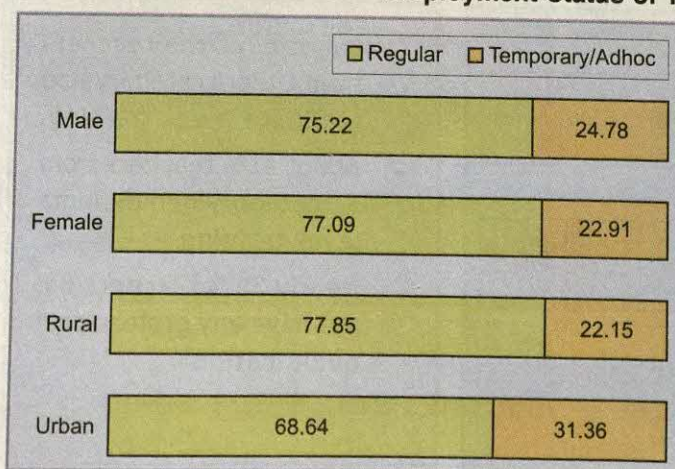
- Irrespective of gender and area, 38% to 45% teachers were graduate
- Teachers from rural schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 38% teachers had graduate level training as compared to 35% of their rural counterparts
- About 42% male and 25% urban teachers did not have any professional qualification

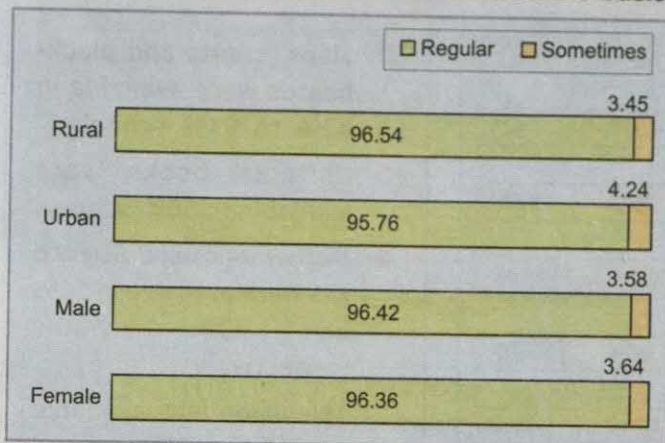


Employment Status of Teachers



- More rural and female teachers were in permanent position
- About 31% urban teachers were in temporary position

Distribution of Teachers on the Basis of Giving Homework



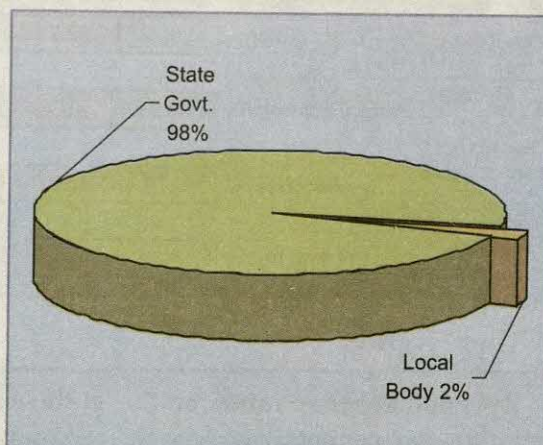
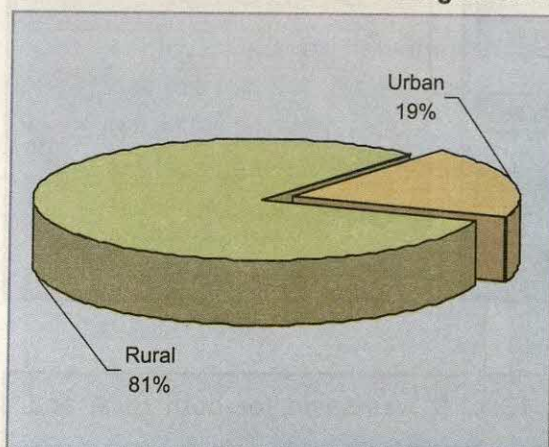
- More than 96% teachers revealed that they were giving homework to children regularly
- Gender and area wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 10 years
- Majority (46)% of training programmes were conducted in DIET and only 1% were conducted in SCERT/SIE
- Teachers diary was being maintained by 63% teachers
- About 46% teachers studied Language up to graduate level and for Social Science and Mathematics it was 22% and 16% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 228 sampled schools, 81% were from rural area and 19% from urban area
- Management wise, 98% schools were managed by state government and remaining 2% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	42.93	45.45	45.42
Separate toilet facilities for girls	24.46	25.00	24.56
Electric connection for school	18.48	27.27	20.18
T.V.	4.89	9.09	5.70
Computer	5.98	18.18	8.33
Musical Instrument	27.72	38.64	29.82
Mats & Furniture for all students	70.65	79.55	72.37
Blackboard	91.85	95.45	92.54
Playground	49.46	50.00	49.56
Maps	94.02	93.18	93.86
Globes	88.59	88.64	88.60
Charts	90.22	97.73	91.67
Primary Science Kit	48.91	45.45	48.25
Mathematics Kit	46.74	65.91	50.44
Children Books	54.89	61.36	56.14

- Maps, charts and blackboards were available in 92% to 94% schools
- Children books were available in 56% schools
- Mathematics and Science kits were available in 50% and 48% schools respectively
- Television was available in 6% schools and computers were found in 8% schools
- Separate toilet facility for girls was in 25% schools
- Electric connection was available in 20% schools and playground in 50% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio for the state was 12:1. It was same for both rural and urban schools
- Free textbooks and mid day meals were available in 88% school
- Average number of working days was 212 days with 7 periods a day
- Parent teacher associations were existing in 47% schools and VEC/AEC/SMC were in 97% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	45.52	44.78	51.38
Girls	46.57	46.25	52.06
Rural	45.63	45.36	50.98
Urban	47.62	46.16	54.50
SC	46.00	44.76	47.54
ST	42.56	42.13	50.95
OBC	49.90	44.95	52.63
Others	46.23	47.18	52.82
Total	46.06	45.53	51.72

- The overall achievement of children in EVS, Mathematics and Language was 46.06%, 45.53% and 51.72% respectively
- In EVS, performance of children of OBC category was the highest and Others category children performed best in Mathematics
- Children from ST category performed comparatively poor in EVS and Mathematics
- Urban children and girls performed better in all three subjects as compared to their respective counterparts

District wise Achievement in EVS, Mathematics and Language

- Achievement in Pulwama was the highest in all three subjects
- Achievement in Udhampur district was the lowest in all three subjects

	EVS	Maths	Language
Jammu	50.61	51.15	52.48
Kathua	49.84	45.84	50.71
Leh	41.02	41.41	52.35
Srinagar	45.91	48.30	53.43
Pulwama	56.92	52.76	61.85
Rajauri	41.87	42.72	50.03
Udhampur	39.96	38.24	46.01
Baramulla	41.08	41.49	46.75
Jammu & Kashmir	46.06	45.53	51.72

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

		EVS	Maths	Language
Boys	MAS	45.52	44.78	51.38
	BAS	39.70	36.44	47.65
Girls	MAS	46.57	46.25	52.06
	BAS	40.49	36.19	47.54
Rural	MAS	45.63	45.36	50.98
	BAS	37.96	34.88	45.71
Urban	MAS	47.62	46.16	54.50
	BAS	47.84	41.33	54.22
SC	MAS	46.00	44.76	47.54
	BAS	39.34	35.46	47.08
ST	MAS	42.56	42.13	50.95
	BAS	41.77	36.00	48.19
Others	MAS	46.23	47.18	52.82
	BAS	38.00	37.39	46.91
Total	MAS	46.06	45.53	51.72
	BAS	40.14	36.30	47.59

- In all three subjects, the achievement of students increased by 4% to 9% during MAS from BAS
- Performance of urban children in EVS and Language was nearly same during MAS and BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was much better than children of illiterate fathers
- Fathers education had shown a positive influence on children achievement

	EVS	Maths	Language
Illiterate	45.69	44.65	50.71
Primary	45.27	45.39	51.41
Secondary	47.76	48.07	53.12
Hr./Sr. Secondary	48.46	46.52	54.22
Degree and above	57.08	53.75	68.19
Total	46.06	45.53	51.72

Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	45.12	44.48	50.75
Primary	48.16	48.73	53.60
Secondary	51.86	48.48	56.80
Hr./Sr. Secondary	50.05	47.18	53.36
Degree and above	60.65	55.73	75.85
Total	46.06	45.53	51.72

- Children of graduate and above level educated mothers scored highest in all three subjects
- Mothers educational status had shown a positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- Children of fathers who were shopkeepers performed better in EVS and Mathematics
- Occupation of fathers did not influence the learning achievement of children

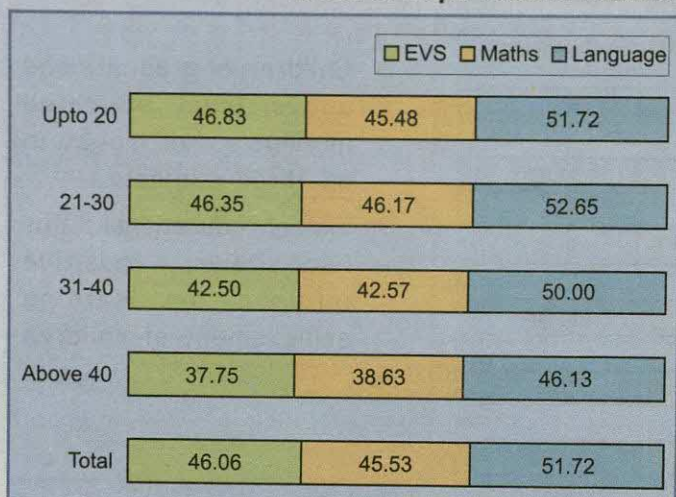
	EVS	Maths	Language
Farmer	44.55	42.68	50.47
Unskilled Labourer	46.76	45.10	49.67
Skilled	44.33	46.95	53.39
Shopkeeper	51.01	50.93	54.97
Manager	45.13	43.80	64.63
Other	46.34	44.80	49.66
Total	46.06	45.53	51.70

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	46.38	45.44	51.65
Farmer	31.10	37.50	41.50
Unskilled Labourer	39.72	46.36	48.77
Skilled	42.59	40.91	56.82
Shopkeeper	55.83	66.42	62.17
Manager	58.50	61.33	79.33
Other	44.44	44.11	57.56
Total	46.06	45.53	51.72

- Children of mothers who were manager performed better in EVS and Language
- Children of mothers who were farmers performed poor in all three subjects

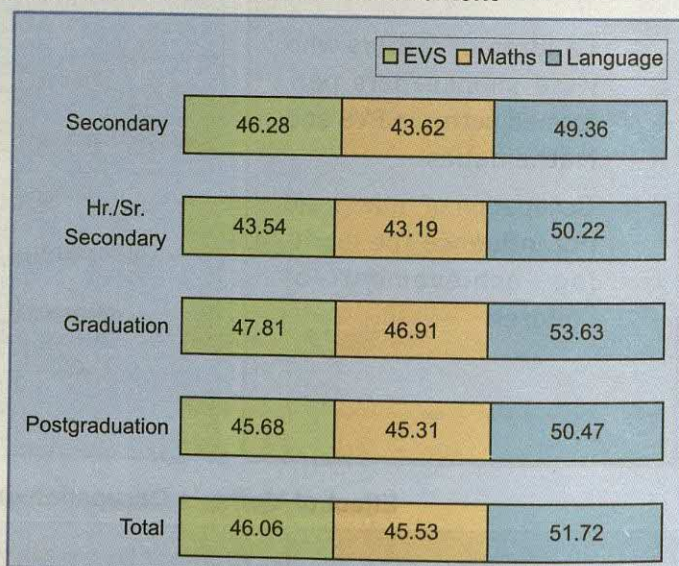
Effect of Pupil Teacher Ratio on Achievement



⇒ Children performed better in all three subjects when the PTR was up to 30

Effect of Teachers Educational Qualification on Achievement

⇒ Achievement in all three subjects was better when graduate teachers taught the children



Other Trends

- ⇒ Children performed significantly better when they took private tuition in all three subjects
- ⇒ Academic help from family members showed significant effect on achievement in all three subjects
- ⇒ Younger children (9-10 years) scored significantly better than older children in all three subjects
- ⇒ Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	23.146	-	19.09	-	30.63	-
Infrastructure Index	0.713	0.05	0.727	0.05	1.969	0.1
Instructional Facility Index	2.432**	0.13*	2.441**	0.012*	0.392	0.03
Auxiliary Facility Index	0.833	0.07	0.911	0.06	0.968	0.08
Human Resource Index	0.235	0.03	3.007**	0.13*	1.456	0.09
Community Participation Index	2.379*	0.01*	0.929	0.08	0.459	0.04
Inspection of Schools	1.948	0.09	2.763**	0.11*	3.157**	0.13*
R^2	0.127		0.129		0.116	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 12.7% in EVS, 12.9% in Mathematics and 11.6% in Language
- Instructional facilities and community participation had significant impact on EVS achievement
- Instructional facilities, Inspection of schools and more number of teachers had significant impact on Mathematics achievement
- Inspection of schools had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.46	-	45.65	-	57.88	-
Teacher Efficiency Index	0.553	0.05	2.09	0.09	2.473**	0.10
Teacher Professionalism Index	5.335**	0.11	4.097**	0.10	2.522**	0.11
R^2	0.038		0.031		0.02	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 3.8% in EVS, 3.1% in Mathematics and 2% in Language achievement
- Teachers professionalism (maintaining of teacher dairy, providing homework, etc.) contributed significantly on EVS and Mathematics achievement
- Teachers efficiency (educational and professional qualification, experience and in service training of teachers) and teachers professionalism contributed significantly on Language achievement

Student Background

Pupil related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	48.32	-	47.55	-	53.97	-
Socio-economic Index	3.796**	0.09*	3.078**	0.09*	4.448**	0.12*
Supplementary Helping Index	3.731**	0.10*	3.347**	0.11*	3.131**	0.09*
Student Attendance	0.532	0.03	0.917	0.04	0.513	0.04
Distance from Home to School	-0.211	-0.02	-0.342	-0.03	-0.231	-0.02
R^2	0.025		0.02		0.026	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 2.5% in EVS, 2% in Mathematics and 2.6% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal and per cent
- In Language, learning difficulties were found in comprehensive of story

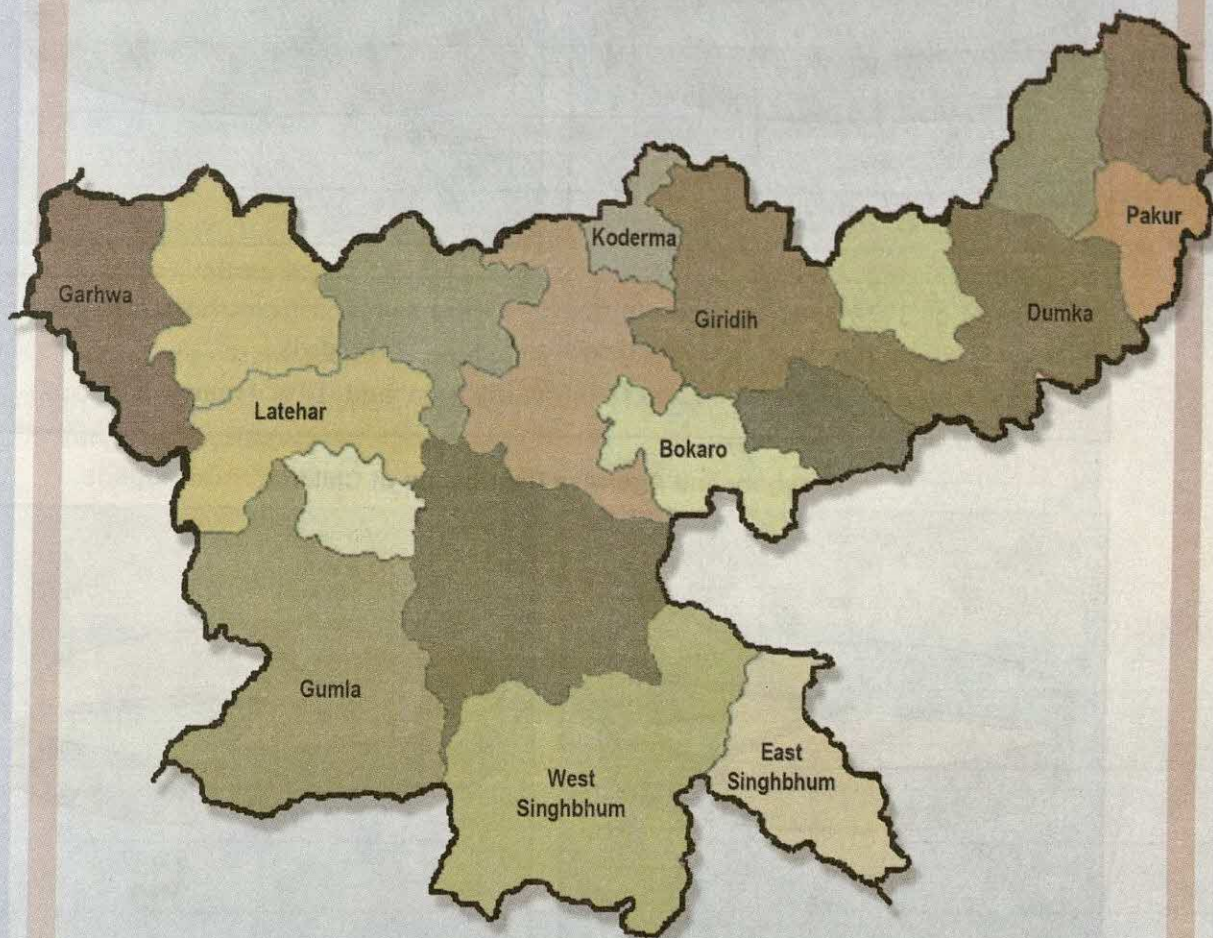
TEST CHARACTERISTICS

- About 48% items in EVS and Mathematics, 30% items in Language were difficult
- Nearly 90% - 93% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 75%
- All three tests had good reliability coefficient ranging from 0.7 to 0.87

OTHER TRENDS

- About 44% children scored less than 40% marks in EVS and Mathematics as compared to 32% in Language
- About 2% to 6% children scored more than 80% marks in EVS, Mathematics and Language
- In Mathematics, children performed better in average and fundamental operations
- In Language, children performed better in spelling and vocabulary
- In descriptive questions of Language, 2.4% children scored 10 out of 10 but 52% children scored zero

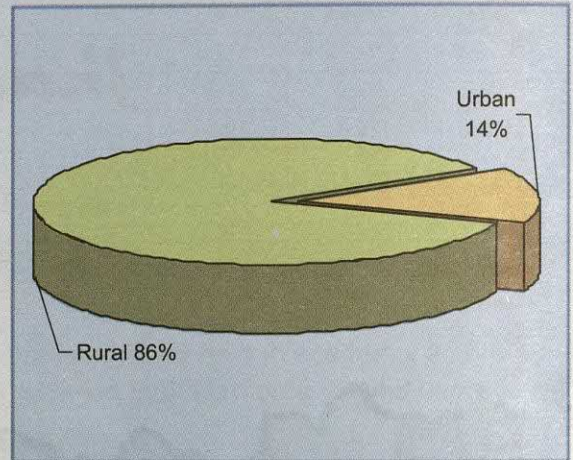
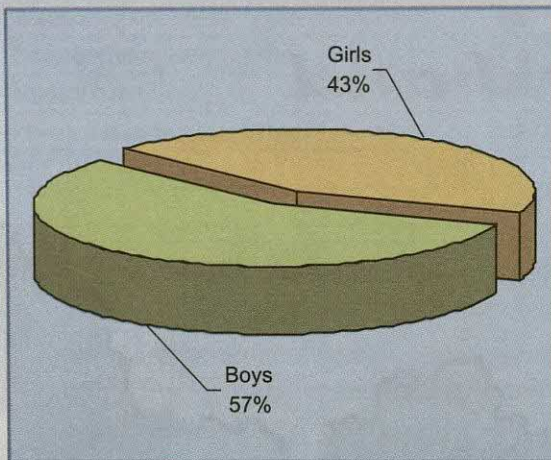
Jharkhand



PROFILES

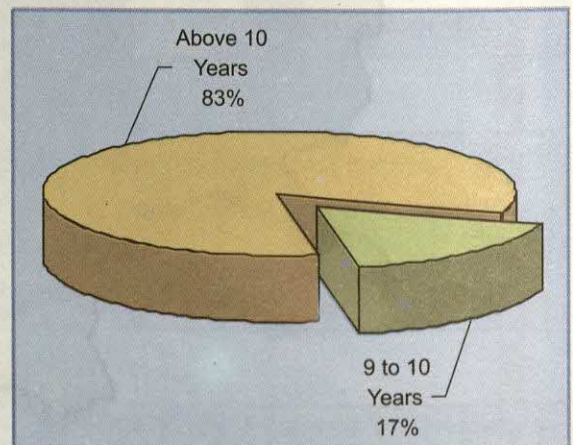
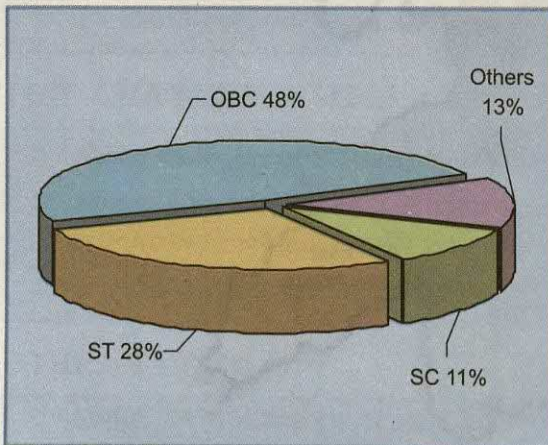
PUPIL

Gender and Area wise Distribution of Children



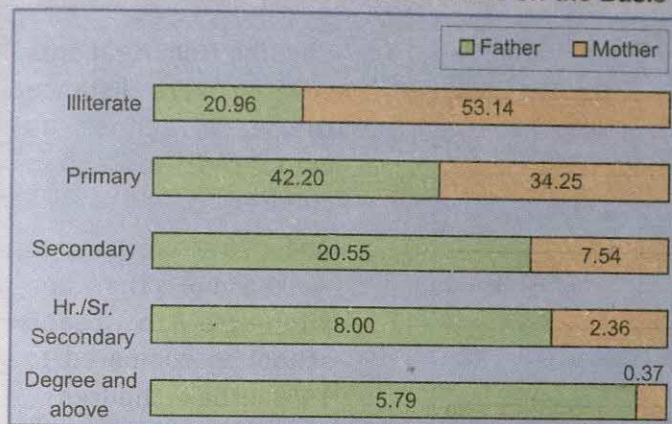
- A total of 3474 children from 10 districts were sampled from the state. Within the sample, the 57% were of boys and 43% were girls
- Area wise, 86% children were from rural area and 14% from urban area

Category and Age wise Distribution of Children



- Social group wise, 48% children belonged to OBC category 11% from SC category
- Age wise, 83% children were above 10 years age

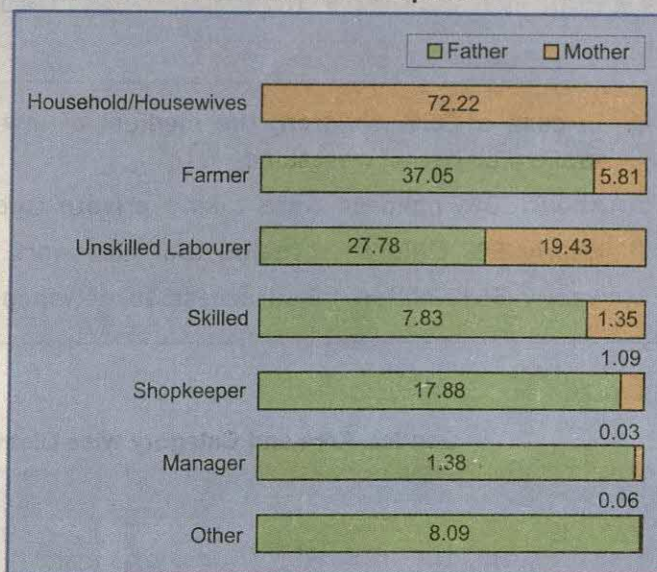
Distribution of Students on the Basis of Parents' Education



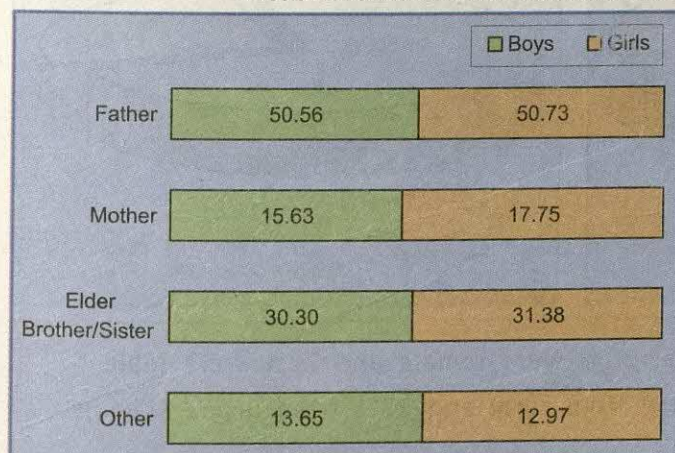
- Regarding educational status, 53% mothers were illiterate as against 21% of fathers
- About 6% fathers studied up to degree and above level and for mothers it was only 0.4%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (65%) were either farmers or unskilled labourer
- Majority of mothers (72%) were housewives
- Only 1.4% fathers and very few mothers were manager

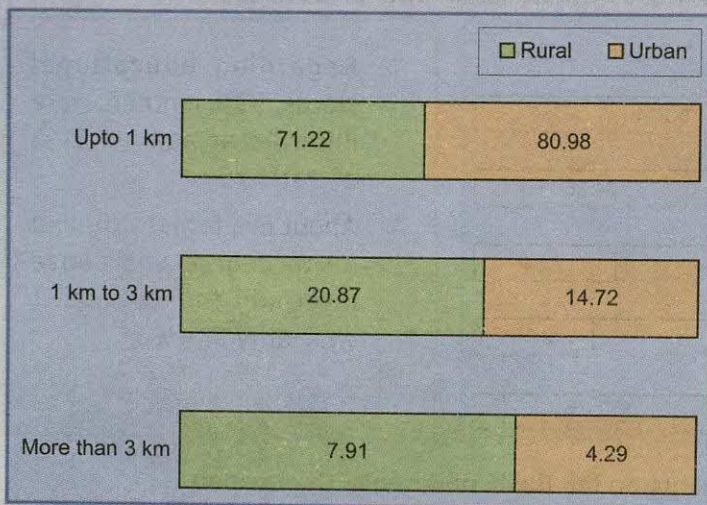


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and it was followed by elder peers and mothers

Distance of School from Home



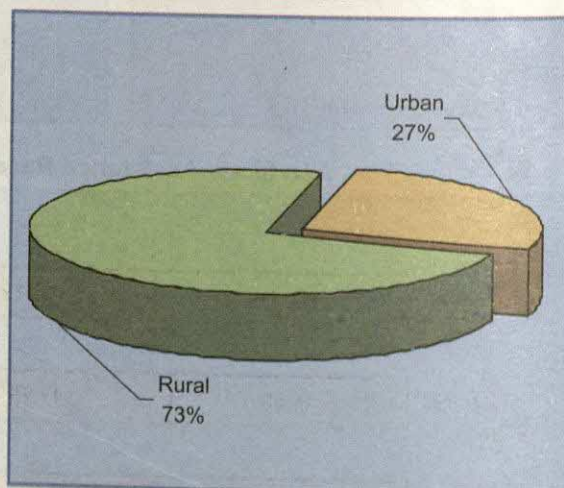
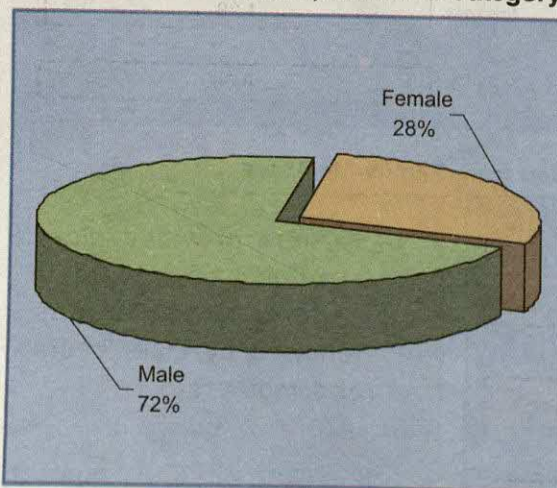
- Children from rural area covered more distance to reach school as compared to urban children
- About 29% rural children walked more than one kilometre to reach school as compared to 19% urban children

Other Trends

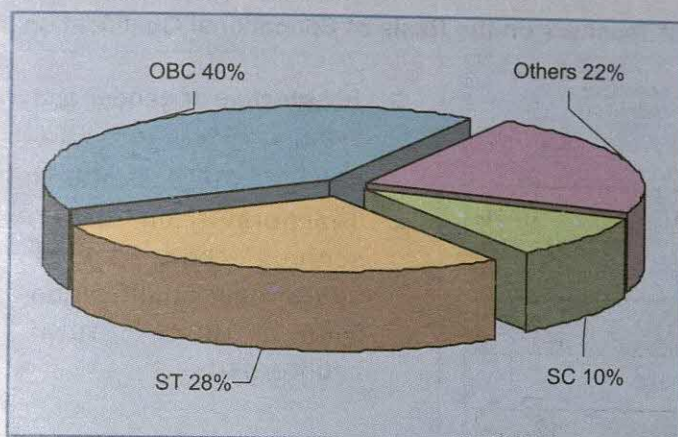
- In case of 35% children, the medium of instruction in school and language spoken at home was same
- About 33% children were taking private tuition
- Nearly 5% children revealed that classwork was checked by teachers
- Nearly 55% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



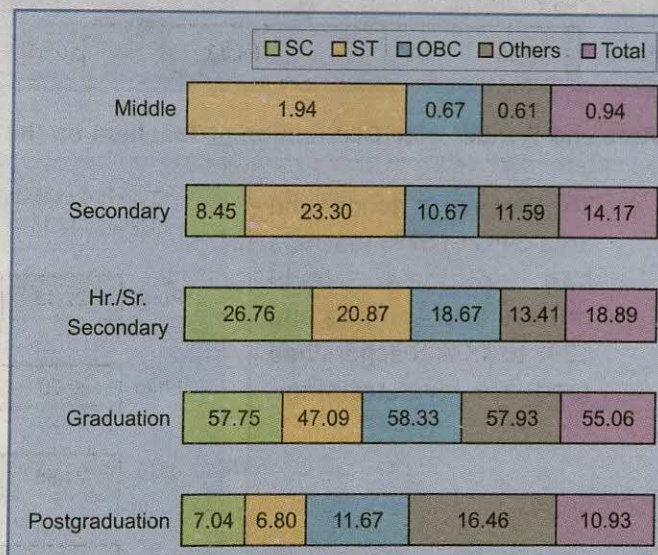
- Out of 741 sampled teachers, 28% were female and 72% were male
- Area wise, 73% teachers were from rural and 27% from urban schools



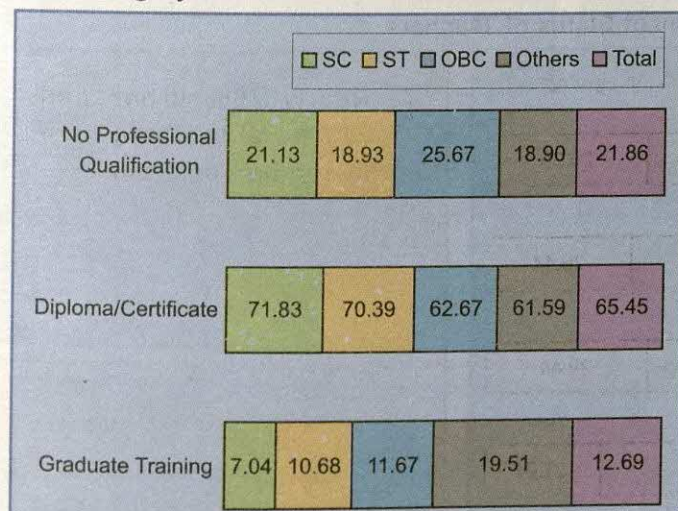
- Category wise, maximum teachers were from OBC category (40%) followed by ST (28%), Others (22%) and 10% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each category, 47% to 58% teachers were graduate
- Teacher from Others category were better educated and it was followed by OBC, SC and ST category

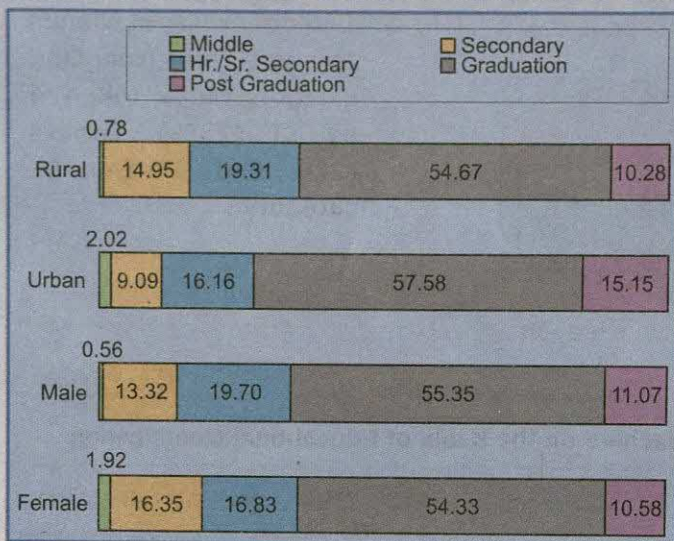


Category wise Distribution of Teachers on the Basis of Professional Qualification



- From each category 62% to 72% teachers had diploma level professional training
- About 22% of teachers did not have any professional qualification

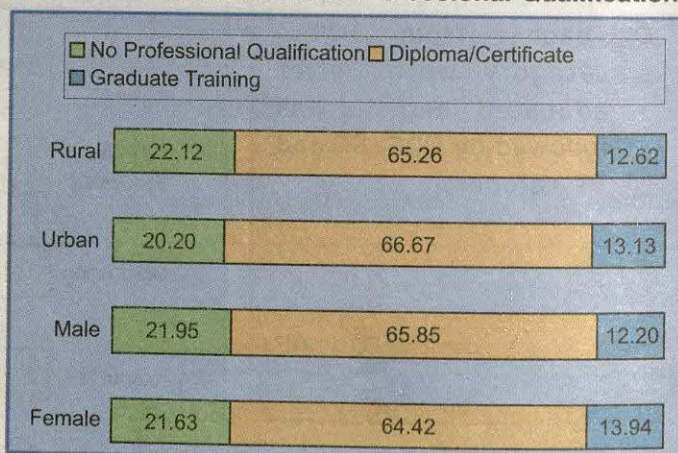
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



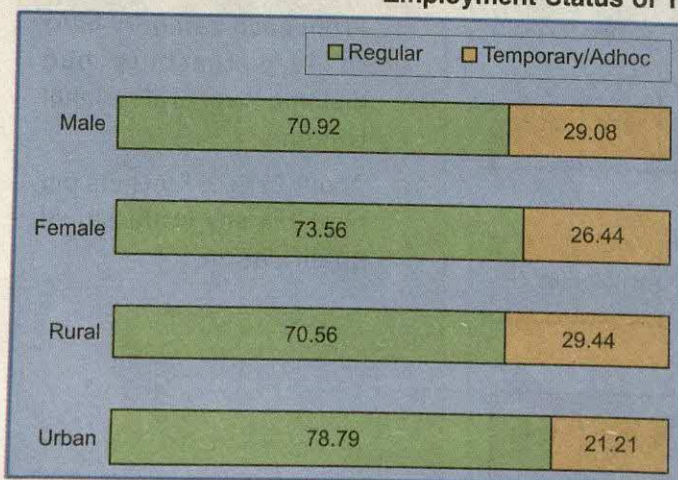
- Irrespective of gender and area, 54% to 58% teachers were graduate
- Teachers from urban schools had better educational qualification than their rural counterparts

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area 64% to 67% teachers had diploma level professional training and 12% to 14% teachers had graduate level training

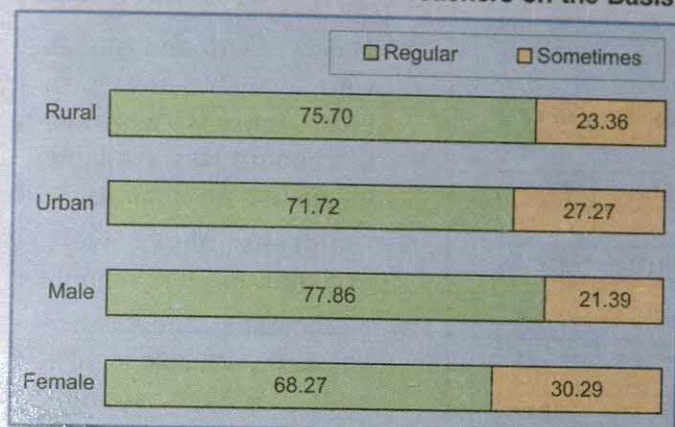


Employment Status of Teachers



- Nearly 79% urban and 71% rural teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



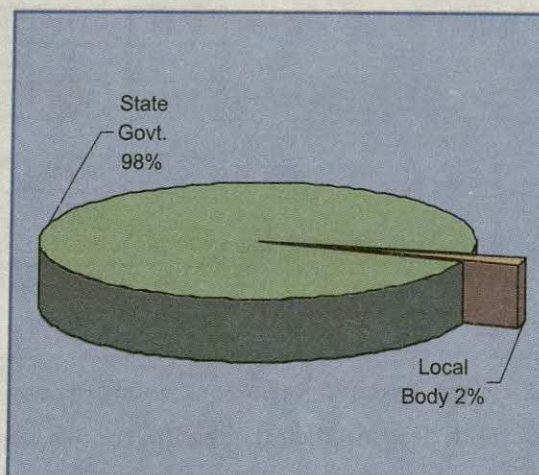
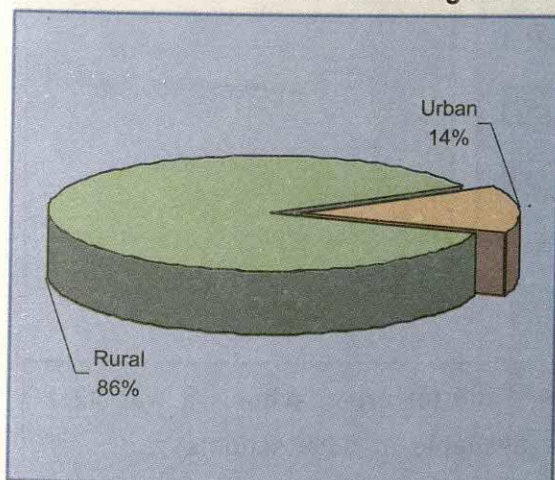
- Nearly 78% male teachers were giving homework to children regularly as compared to 68% for their female counterpart

Other Trends

- Average teaching experience of teachers was 13 years
- About 61% training programmes were conducted in Block Resource Centres and less than 1% were conducted by SIE/SCERT and Teacher Resource Centres
- Teachers diary was being maintained by 67% teachers
- Nearly 36% teachers studied Language up to graduate level and for Mathematics and Social Science was only 19% and 18% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 279 sampled schools, 86% were from rural area and 14% from urban area
- Management wise, 98% schools were managed by state government and remaining 2% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	53.53	63.16	54.84
Separate toilet facilities for girls	48.55	57.89	49.82
Electric connection for school	11.20	50.00	16.49
T.V.	24.90	23.68	24.73
Computer	12.03	26.32	13.98
Musical Instrument	82.16	73.68	81.00
Mats & Furniture for all students	47.30	63.16	49.46
Blackboard	99.59	97.37	99.28
Playground	48.96	31.58	46.59
Maps	94.61	89.47	93.91
Globes	96.27	94.74	96.06
Charts	91.29	92.11	91.40
Primary Science Kit	87.97	78.95	86.74
Mathematics Kit	90.04	86.84	89.61
Children Books	79.25	76.32	78.85

- Maps, charts and globes were available in 91% to 96% schools whereas blackboard was available in almost all schools
- Childrens books were available in 79% schools
- Mathematics and Science kits were available in 90% and 87% schools respectively
- Television was available in 25% schools and computers were found in 14% schools
- Separate toilet facility for girls was in 50% schools

Other Trends

- Pupil Teacher Ratio for the state was 38:1 and for urban schools it was 42:1
- Mid day meal and free textbooks were available in 95% schools
- Free uniform was available in only 20% schools
- Average number of working days was 231 days with 7 periods a day
- Parent teacher associations were existing in 33% schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	58.85	57.99	63.44
Girls	57.85	56.63	64.30
Rural	58.25	58.24	63.35
Urban	59.42	52.27	66.67
SC	54.99	53.60	62.93
ST	59.83	57.19	63.84
OBC	58.35	58.80	63.67
Others	58.36	55.79	65.00
Total	58.41	57.40	63.82

- The overall achievement of children in EVS, Mathematics and Language was 58.41%, 57.40% and 63.82% respectively
- ST children scored highest on EVS, OBC children in Mathematics and children of Others category scored highest in Language
- Area wise, urban children scored better in EVS and Language
- Gender wise, boys scored better in EVS and Mathematics and girls in Language

District wise Achievement in EVS, Mathematics and Language

- In all three subjects children of Bokaro districts scored highest and children of Giridih scored lowest

	EVS	Maths	Language
Bokaro	70.88	70.00	74.78
Pakur	59.82	65.93	62.87
Giridih	37.30	34.20	50.05
Dumka	58.75	57.24	63.19
Koderma	57.30	58.56	64.80
Gumla	59.63	54.67	66.99
Latehar	57.33	59.27	64.19
East Singhbhum	53.71	51.11	57.55
Garhwa	65.95	67.06	67.29
West Singhbhum	69.51	64.29	70.29
Jharkhand	58.41	57.40	63.82

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

	EVS	Maths	Language
Illiterate	55.37	54.06	58.84
Primary	58.94	57.96	64.06
Secondary	58.69	58.14	65.53
Hr./Sr. Secondary	60.10	58.10	67.32
Degree and above	62.58	63.98	69.72
Total	58.41	57.40	63.82

- Achievement of children of degree holder fathers was the highest and illiterate fathers was the lowest in all three subjects

Effect of Mother's Education on Achievement

- Achievement of children of degree holder mothers was the highest and of illiterate mothers was the lowest in all three subjects

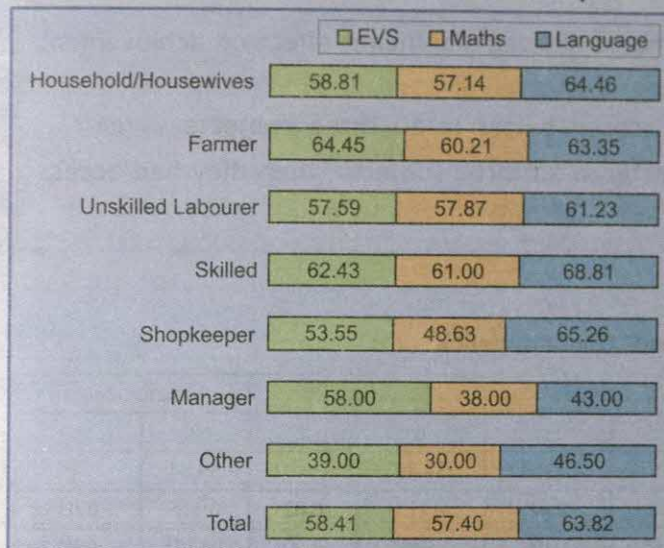
	EVS	Maths	Language
Illiterate	57.97	56.78	62.52
Primary	58.13	57.63	64.14
Secondary	59.77	59.05	66.76
Hr./Sr. Secondary	62.27	61.34	72.01
Degree and above	68.38	61.46	73.08
Total	58.41	57.40	63.82

Effect of Father's Occupation on Achievement

	EVS	Maths	Language
Farmer	59.41	57.96	62.64
Unskilled Labourer	56.69	54.89	62.93
Skilled	60.21	58.10	66.76
Shopkeeper	60.66	59.47	67.25
Manager	56.08	59.27	71.10
Other	53.47	57.88	60.53

- Children of fathers who were shopkeepers perform better in EVS and Mathematics

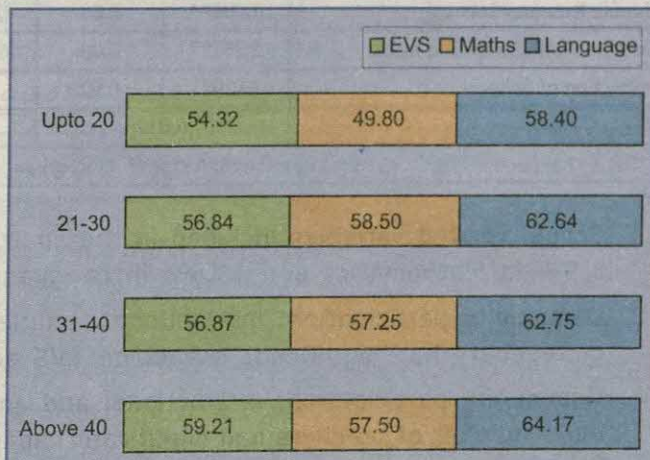
Effect of Mother's Occupation on Achievement



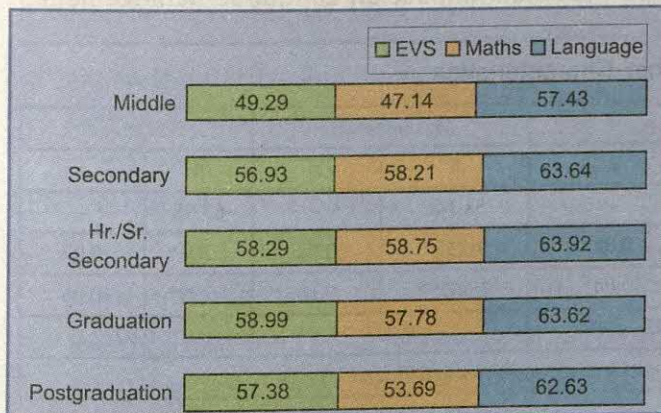
- Children of mothers who were in skilled profession performed better in Mathematics and Language
- Children of housewives performed quite well in all three subjects

Effect of Pupil Teacher Ratio on Achievement

- Children performed better in Mathematics when the PTR was between 21 and 30



Effect of Teachers Educational Qualification on Achievement



- Achievement in all three subjects was better when children were taught by teachers of higher secondary and above educational qualification

Other Trends

- Academic help from family members showed significant effect on achievement in all three subjects
- Children above 10 years age scored better in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	37.26	-	34.88	-	39.84	-
Infrastructure Index	0.548	0.03	0.115	0.02	0.315	0.03
Instructional Facility Index	1.468*	0.08	1.916*	0.09	1.557*	0.09
Auxiliary Facility Index	0.209	0.02	2.028*	0.10	0.730	0.05
Human Resource Index	5.008**	0.09	2.622*	0.11	6.218**	0.13*
Community Participation Index	5.361**	0.09	6.590**	0.13*	4.23**	0.1
Inspection of Schools	0.291	0.02	1.437	0.09	2.133*	0.09
R^2	0.059		0.069		0.106	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 5.9% in EVS, 6.9% in Mathematics and 10.6% in Language
- Community participation, instructional facilities in schools and more number of teachers had significant impact on EVS achievement
- Community participation, instructional and ancillary facilities in schools and more number of teachers had significant impact on Mathematics achievement
- Inspection of schools, community participation, instructional facilities in schools and more number of teachers had maximum impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	58.57	-	58.146	-	63.88	-
Teacher Efficiency Index	1.790*	0.08	1.255*	0.08	1.293*	0.07
Teacher Professionalism Index	0.632	0.04	2.669**	0.10	1.299*	0.06
R^2	0.01		0.023		0.02	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 1% in EVS, 2.3% in Mathematics and 2% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in-service training) contributed significantly on EVS achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and professionalism of teachers contributed significantly on Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	58.72	-	57.442	-	64.07	-
Socio-economic Index	0.810	0.05	0.506	0.06	3.532**	0.09*
Supplementary Helping Index	4.235**	0.10**	5.962**	0.12**	4.797**	0.10**
Student Attendance	0.294	0.02	0.116	0.02	0.418	0.03
Distance from Home to School	-0.219	-0.02	-0.23	-0.03	-0.114	-0.02
R^2	0.020		0.036		0.052	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 2% in EVS, 3.6% in Mathematics and 5.2% in Language achievement
- Supplementary help in academic activities from family members contributed significantly on EVS and Mathematics achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics and Language, children performed reasonably well on all competencies

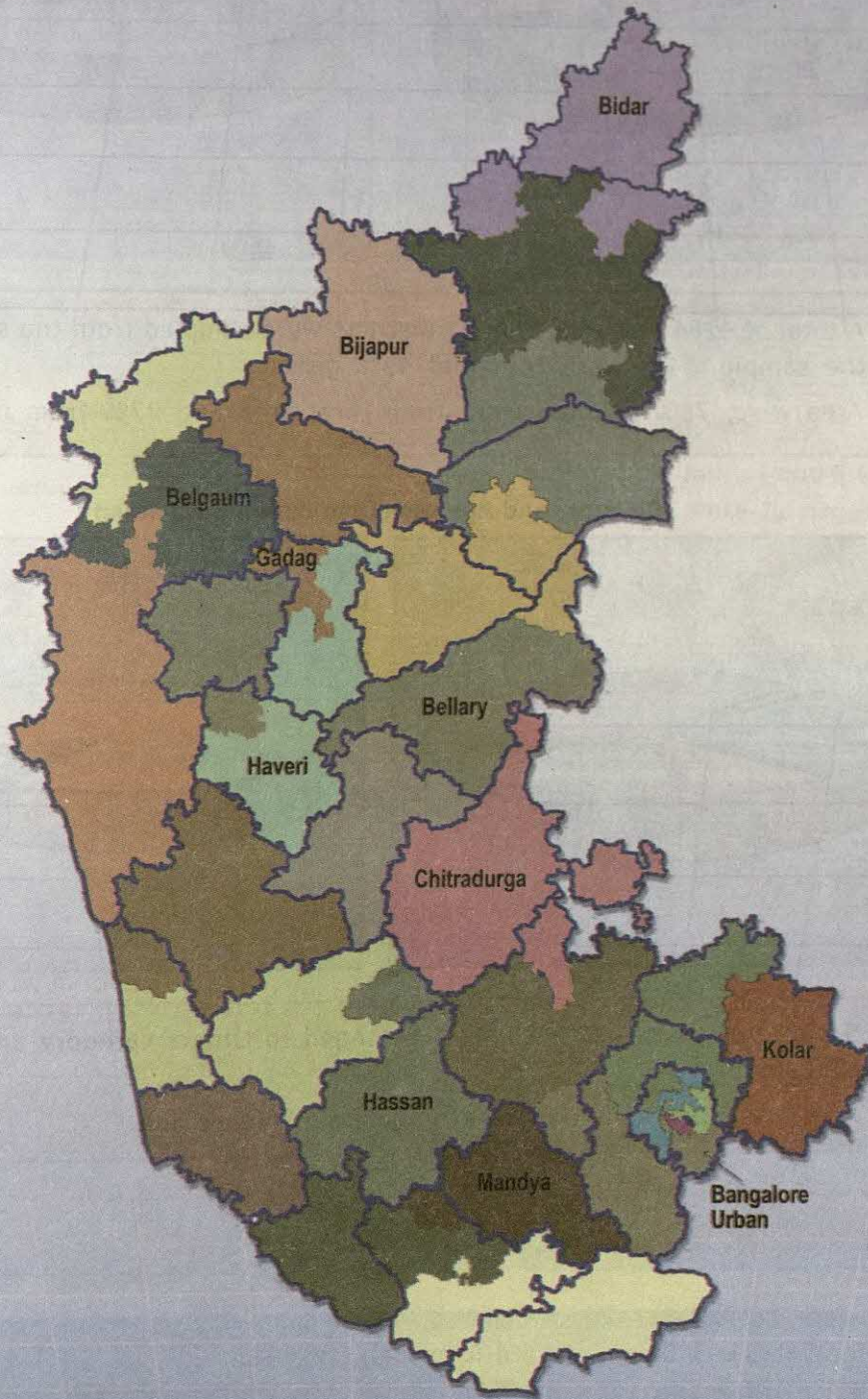
TEST CHARACTERISTICS

- About 25% to 35% items in EVS and Mathematics, 18% items in Language were either difficult or very difficult
- Nearly 82% to 93% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.76 to 0.90

OTHER TRENDS

- About 25% children in EVS and Mathematics and 14% children in Language scored less than 40% marks
- About 15% children scored more than 80% marks in EVS and Mathematics as compared to 19% in Language
- In Mathematics, children performed better in HCF/LCM and simple interest
- In Language, children performed better in spelling and vocabulary
- In descriptive questions, 4% children scored 10 out of 10 and 27% children scored zero

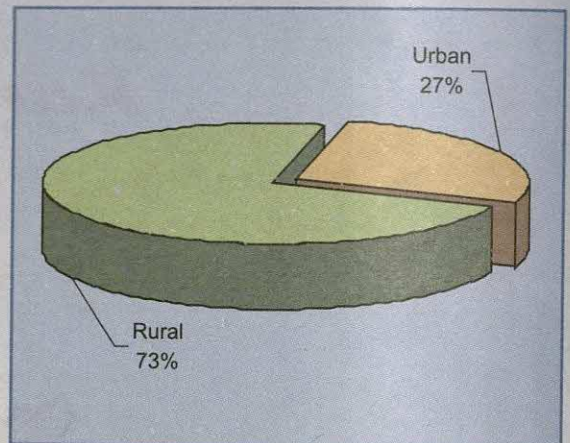
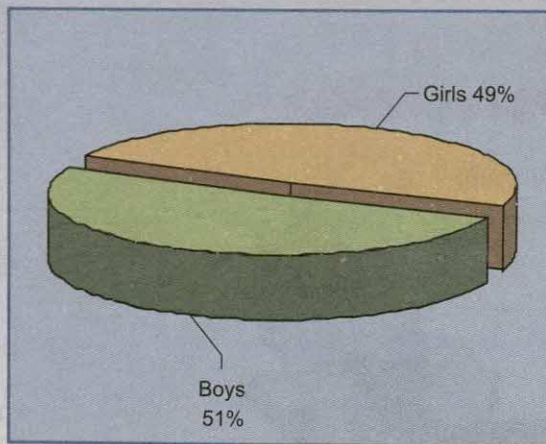
Karnataka



PROFILES

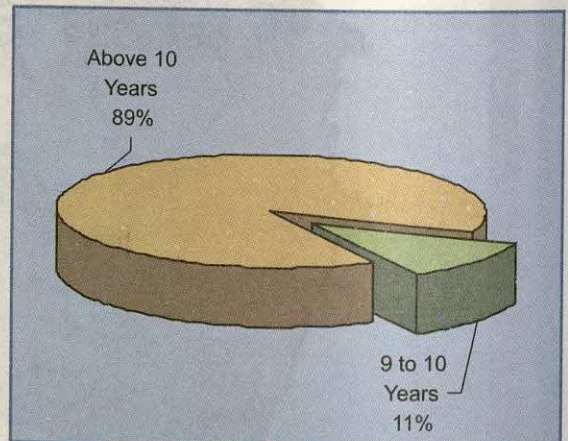
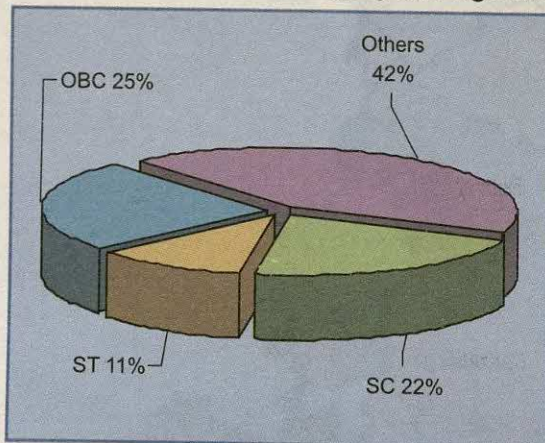
PUPIL

Gender and Area wise Distribution of Children



- A total of 4284 students from 11 districts were sampled from the state. Within the sample, 51% were boys and 49% girls
- Area wise, 73% children were from rural area and 27% from urban area

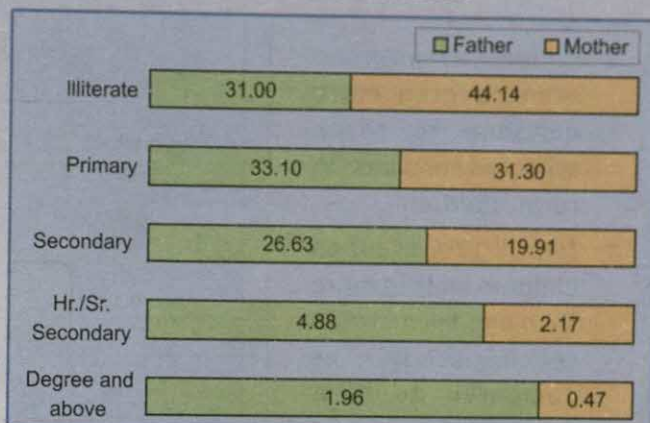
Category and Age wise Distribution of Children



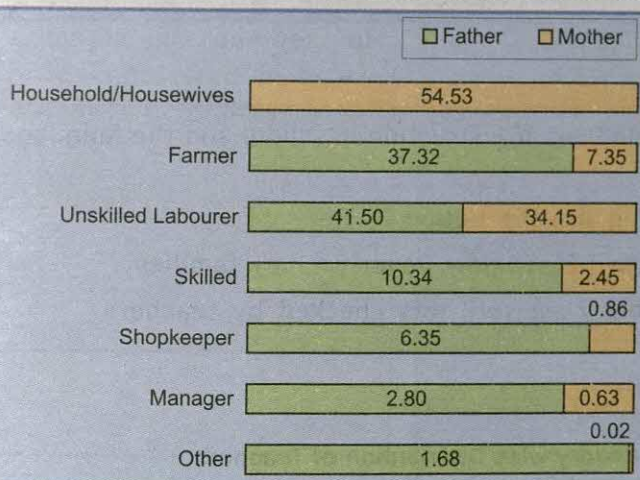
- Social group wise, 42% children belonged to Others category and 11% from ST category
- Age wise, 89% children were of above 10 years age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 44% mothers were illiterate as against 31% of fathers
- Only 2% fathers studied up to degree and above level and for mothers it was only 0.5%



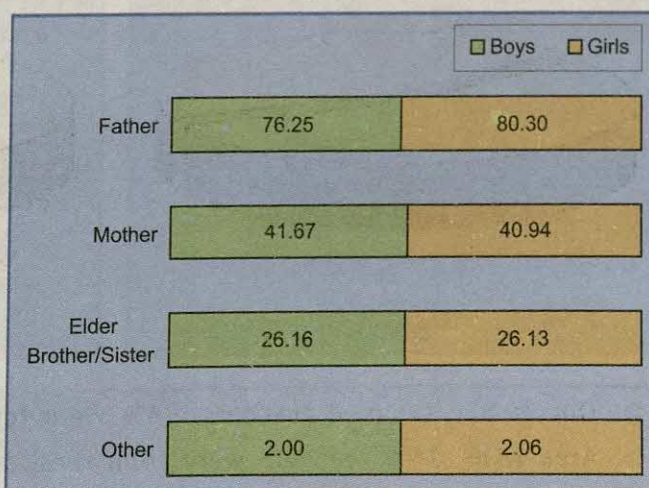
Distribution of Students on the Basis of Parents' Occupation



- Majority of fathers (79%) were either farmers or unskilled labourer
- Majority of mothers 55% were housewives
- Only 3% fathers and 0.6% mothers were manager

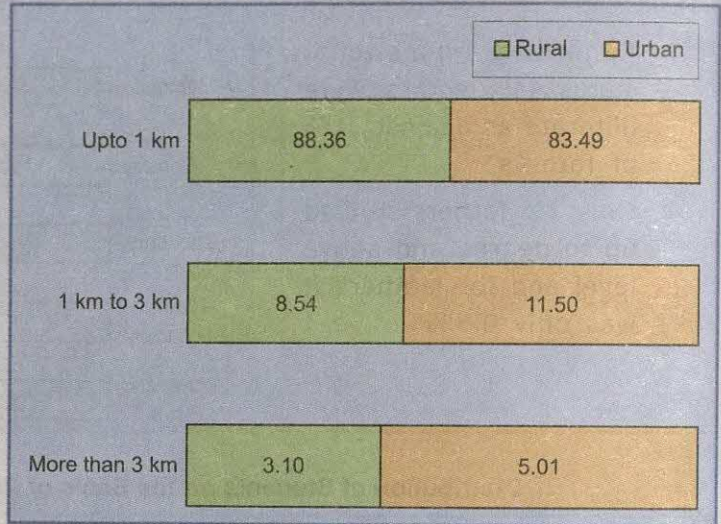
Academic Assistance Received from Family Members

- Irrespective of gender, fathers provided more academic help to their children and it was followed by mothers and elder peers



Distance of School from Home

- Children from urban area covered more distance to reach school as compared to rural children
- Nearly 17% of urban children walked more than one kilometre to reach school as compared to 12% rural children

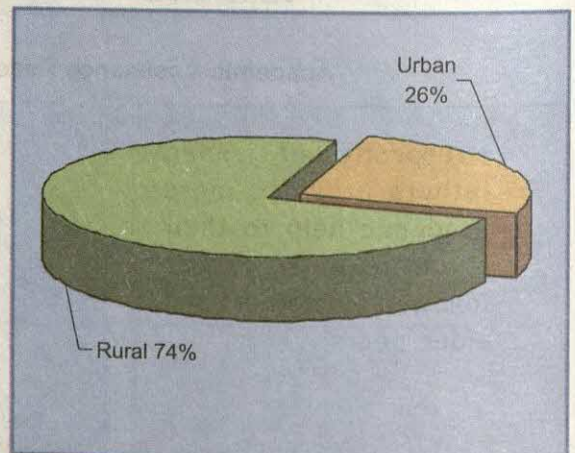
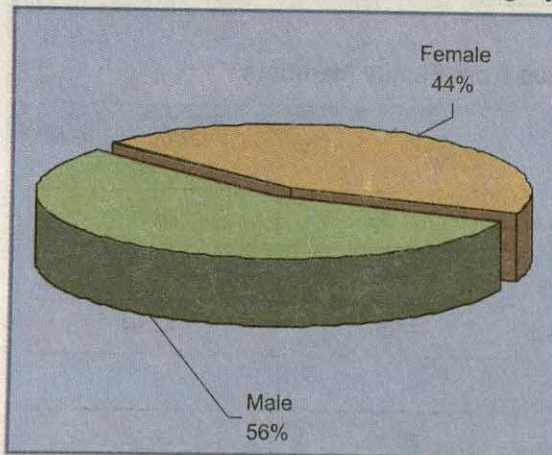


Other Trends

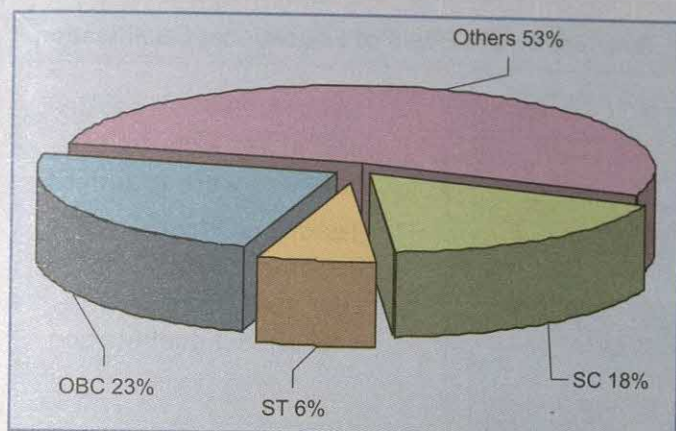
- In case of 77% children, the medium of instruction in school and the language spoken at home was same
- Only 22% children were taking private tuition
- About 67% children were from BPL (Below Poverty Line) families
- Only 5% children revealed that classwork was checked by teachers

TEACHERS

Gender, Area and Category wise Distribution of Teachers



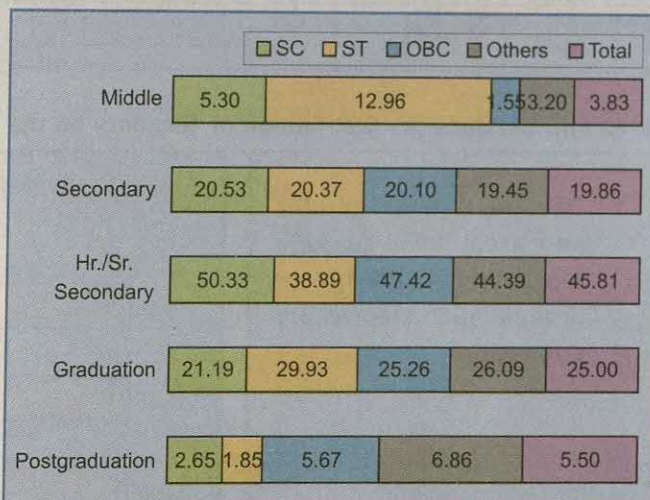
- Out of 836 sampled teachers, 44% were female and 56% were male
- Area wise, 74% teachers were from rural and 26% from urban schools



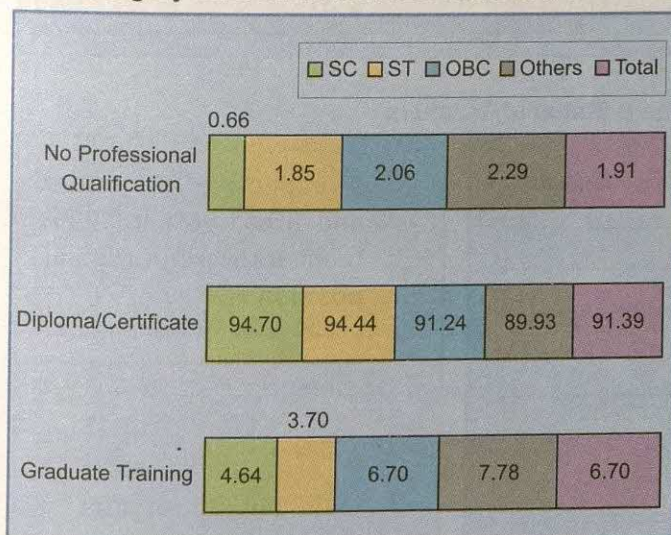
- Category wise, maximum teachers were from Others category (53%) followed by OBC (23%), SC (18%) and 6% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each categories, maximum number of teachers studied up to higher secondary level

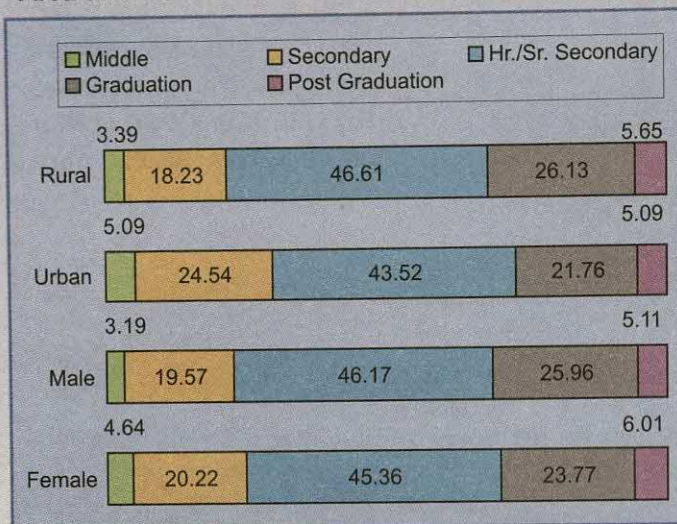


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Only 7% teachers had graduate level training
- Majority of teachers from all categories had certificate or diploma in elementary education
- Only 2% teachers did not have any professional qualification

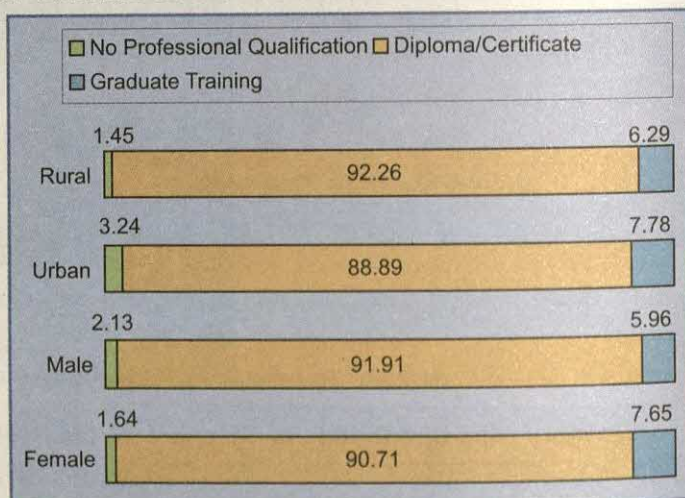
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



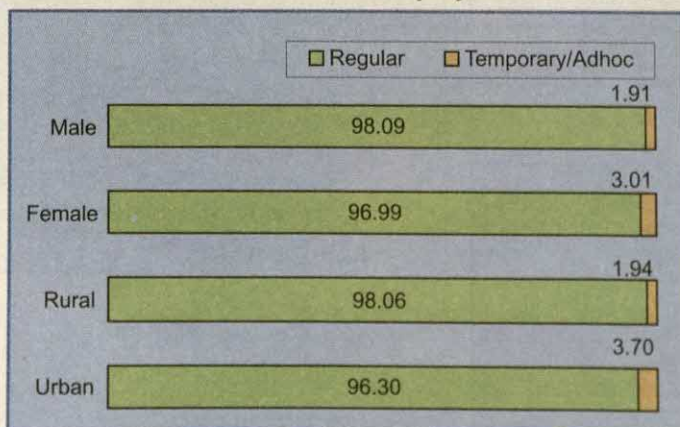
- Irrespective of gender and area, 22% to 26% teachers were graduate
- Teachers from rural schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 89% to 92% teachers had certificate or diploma in elementary education

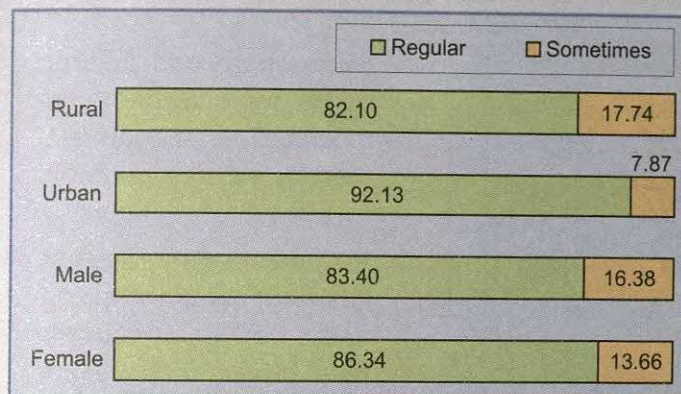


Employment Status of Teachers



- Irrespective of gender and area, 96% to 98% teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



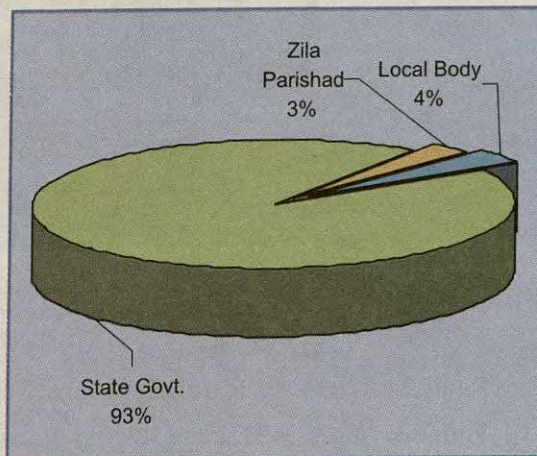
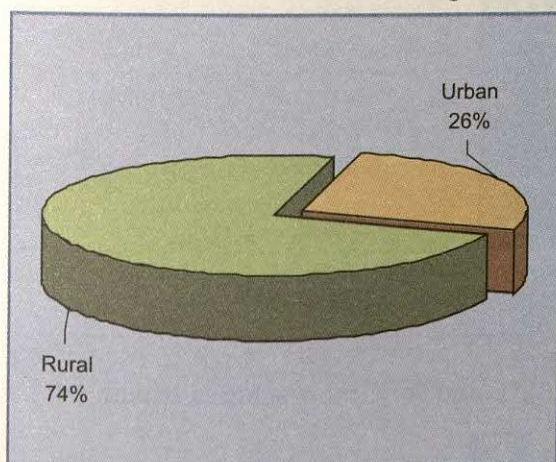
- Nearly 92% urban teachers revealed that they were giving homework to children regularly as compared to 82% rural teachers

Other Trends

- Average teaching experience of teachers was 12 years
- About 79% training programmes were conducted by Clusters Resource Centre and only 4% conducted by SIE/SCERT
- Teachers diary was being maintained by 92% teachers
- Nearly 18% teachers studied Language up to graduate level and for Mathematics and Social Science it was 5%

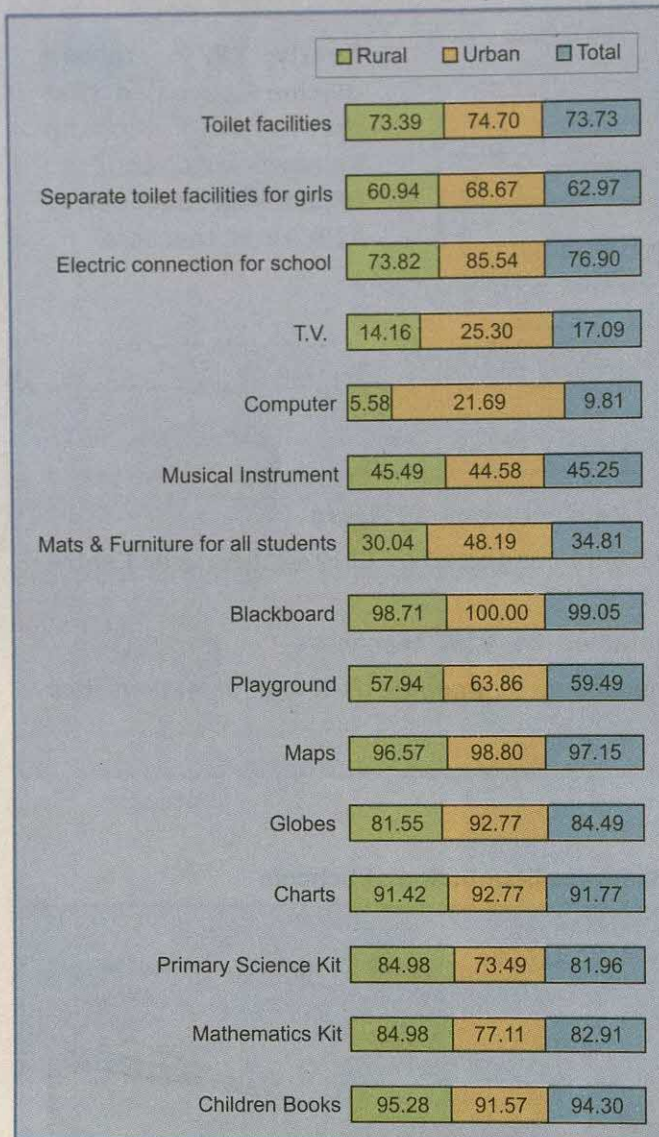
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 316 sampled schools, 74% were from rural area and 26% from urban area
- Management wise, 93% schools managed by state government, 4% by local body and remaining 3% by Zila Parishad

Availability of School Resources



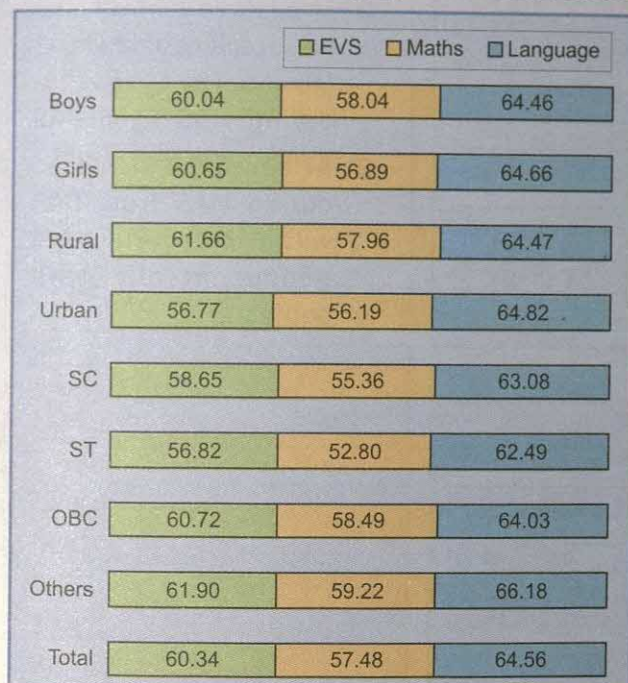
- Maps, charts and children books were available in 92% to 97% schools and blackboard was available in almost all schools
- Mathematics and Science kits were available in 83% and 82% schools respectively
- Television was available in 17% schools and computers were found in 10% schools
- Separate toilet facility for girls was available in 63% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teachers Ratio for the state was 35:1 and for urban schools it was 34:1
- Mid day meal was available in 96% schools
- Scholarship for the attendance was available in 61% schools
- Average number of working days was 231 days with 7 periods a day
- Parent teacher associations were existing in 48% schools and VEC/AEC/SMC were in 94% schools

LEARNING ACHIEVEMENT

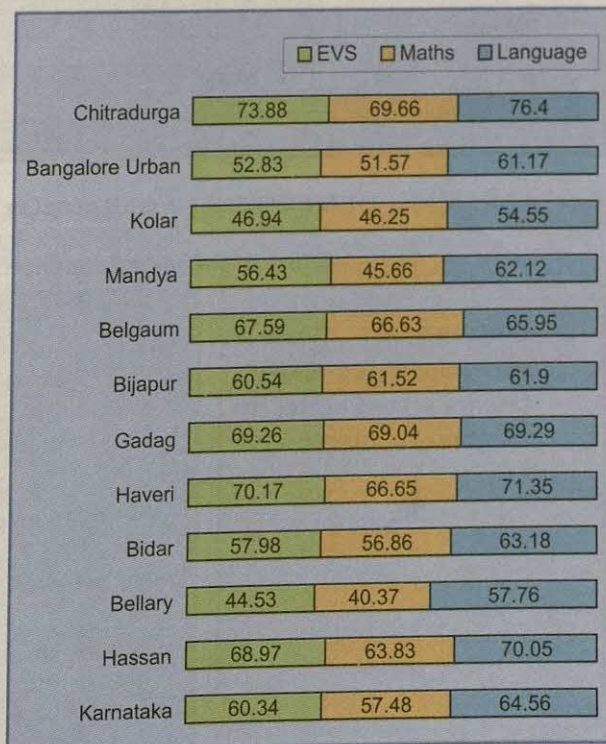
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



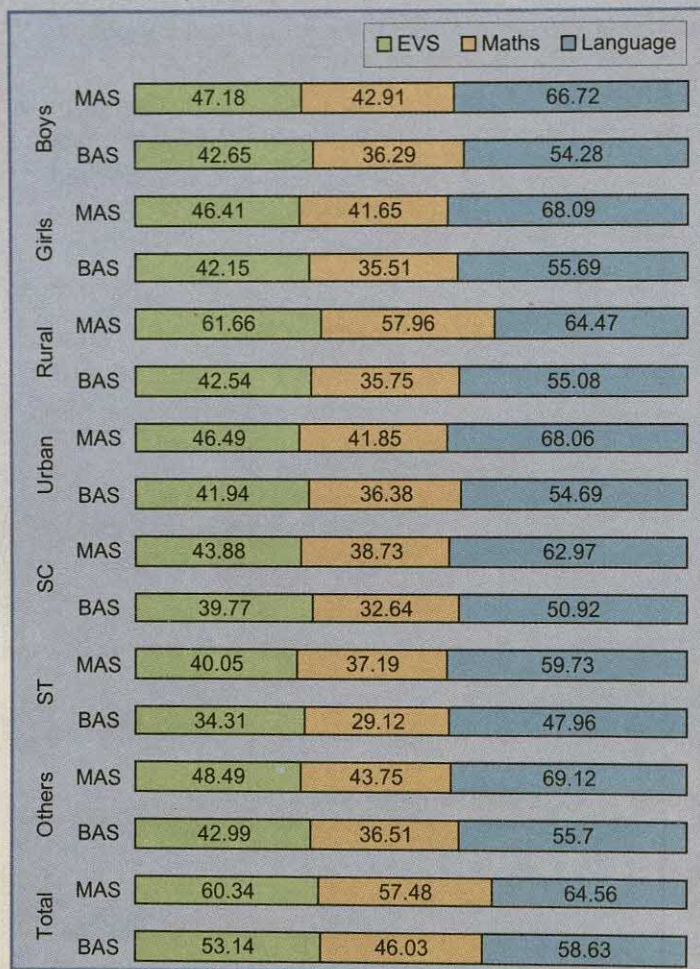
- The overall achievement of children in EVS, Mathematics and Language was 60.34%, 57.48% and 64.56% respectively
- In all three subjects, performance of Others category children was the highest and followed by OBC and SC children
- Area wise, rural children scored better in EVS and Mathematics
- Gender wise, boys scored slightly better in Mathematics

District wise Achievement in EVS, Mathematics and Language

- Children of Chitradurga scored highest among the district in all three subjects
- Children of Bellary scored poorly in EVS and Mathematics and children of Kolar scored poorly in Language



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

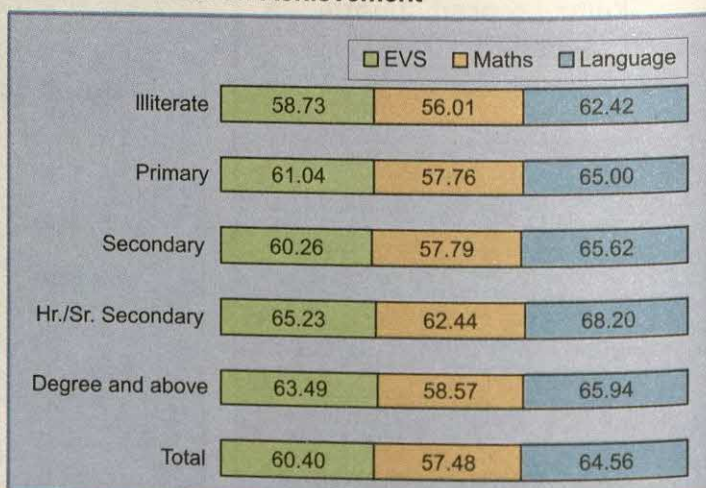


- In all three subjects, the achievement of students increased by 6% to 10% during MAS from BAS
- Achievement increased during MAS from BAS within categories and gender in all three subjects

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of higher secondary educated fathers scored better in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	58.54	56.52	62.92
Primary	62.30	58.71	66.02
Secondary	60.98	57.31	65.65
Hr./Sr. Secondary	63.12	60.30	66.98
Degree and above	67.00	63.70	68.90
Total	60.34	57.48	64.56

Children of graduate mothers scored better in all three subjects

Effect of Father's Occupation on Achievement

Children of fathers who were managers scored better in EVS and Mathematics

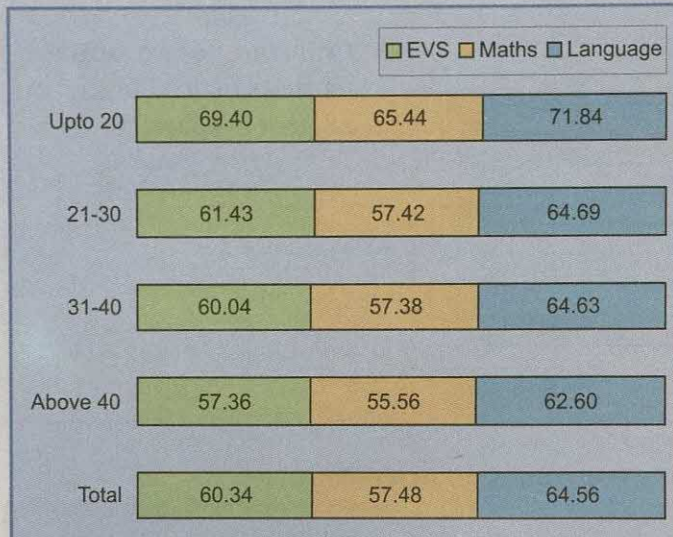
	EVS	Maths	Language
Farmer	60.64	57.79	64.66
Unskilled Labourer	59.85	56.39	64.03
Skilled	60.35	58.33	64.80
Shopkeeper	60.67	58.48	66.53
Manager	62.80	61.02	65.88
Other	60.33	62.78	64.39
Total	60.34	57.48	64.56

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	60.08	58.36	65.05
Farmer	56.03	55.19	64.09
Unskilled Labourer	61.77	56.71	63.98
Skilled	59.15	56.71	64.59
Shopkeeper	55.16	49.16	58.41
Manager	66.44	64.78	67.44
Other	70.00	63.00	80.00
Total	60.34	57.48	64.56

Children of mothers who were manager performed reasonable better in all three subjects

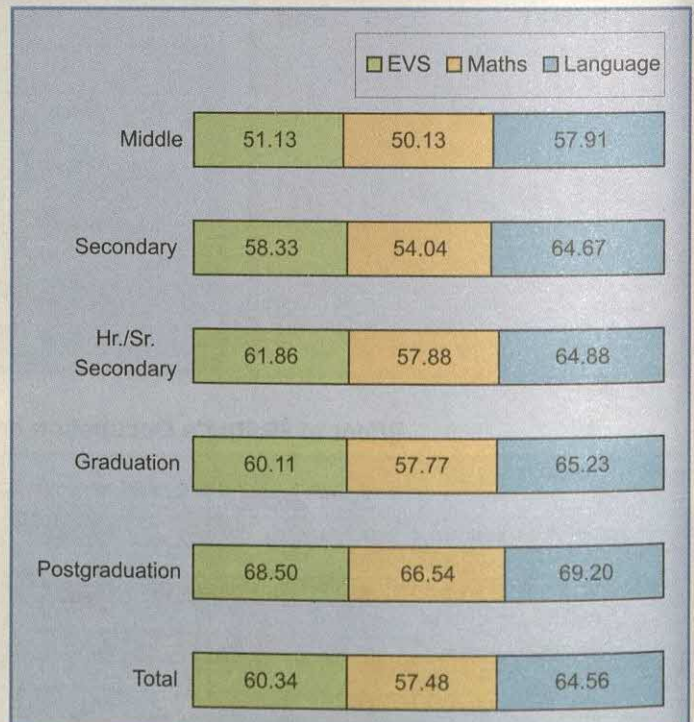
Effect of Pupil Teacher Ratio on Achievement



⇒ Children performed better in all three subjects when the PTR was up to 20:1

Effect of Teachers Educational Qualification on Achievement

⇒ Achievement in all three subjects was better when the children were taught by teachers of post graduate qualification



Other Trends

- ⇒ Learning achievement of children was significantly better when they get help from family member in academic matters in EVS only
- ⇒ VEC and PTA positively influenced on achievement in EVS

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	58.29	-	54.530	-	63.58	-
Infrastructure Index	0.317	0.03	0.779	0.06	0.396	0.04
Instructional Facility Index	1.220	0.07	0.123	0.01	0.800	0.06
Auxiliary Facility Index	0.669	0.05	0.958	0.06	0.171	0.01
Human Resource Index	7.464**	0.13	4.756*	0.10	2.805*	0.08
Community Participation Index	6.280**	0.12	4.490*	0.09	2.333*	0.08
Inspection of Schools	0.560	0.05	0.299	0.02	1.076	0.07
R^2	0.061		0.024		0.030	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 6.1% in EVS, 2.4% in Mathematics and 3.0% in Language achievement
- Community participation and more number of teachers had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	59.74	-	56.160	-	64.266	-
Teacher Efficiency Index	1.900*	0.09	3.160*	0.11	1.682*	0.08
Teacher Professionalism Index	4.850**	0.13	4.259**	0.12	3.320***	0.10
R^2	0.020		0.017		0.02	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 2% in EVS, 1.7% in Mathematics and 2.0% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teachers professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	57.03	-	59.43	-	60.13	-
Socio-economic Index	1.945**	0.06	1.271*	0.06	2.237**	0.07
Supplementary Helping Index	1.091*	0.05	3.261**	0.09*	1.680*	0.06
Student Attendance	0.135	0.01	0.535	0.05	0.113	0.01
Distance from Home to School	-0.235	-0.02	-0.439	-0.04	-0.138	-0.01
R^2	0.01		0.011		0.012	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 1% in EVS, 1.1% in Mathematics and 1.1% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, children performed comparatively better in all competencies
- In Language, learning difficulties were found in comprehension of story

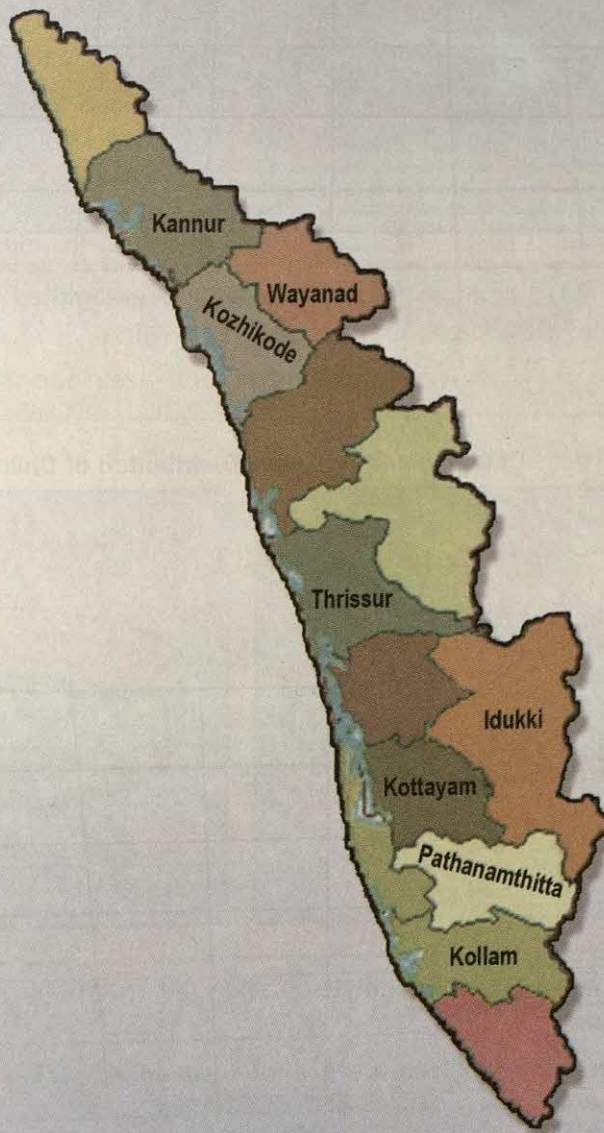
TEST CHARACTERISTICS

- Nearly 20% to 28% of items in all three subjects were found either difficult or very difficult
- About 95% items in EVS and Mathematics and 75% items in Language had good discriminative power
- All three tests had good reliability coefficient ranging from 0.71 to 0.90

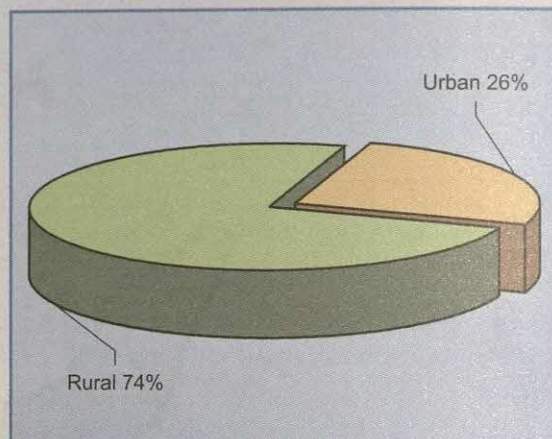
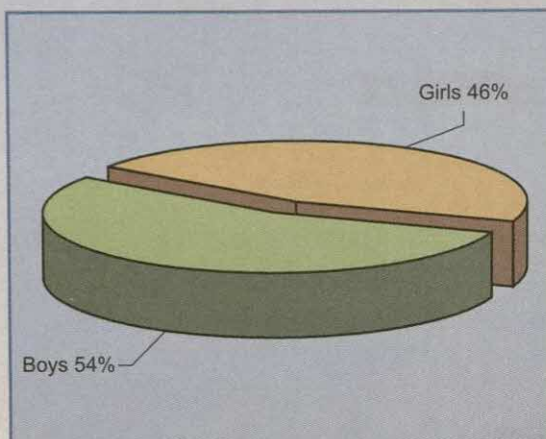
OTHER TRENDS

- 22% children in EVS, 26% children in Mathematics and 10% children in Language scored less than 40% marks
- 15% children in all three subjects scored more than 80% marks
- In descriptive questions of Language, 16% children scored 10 out of 10 and 18% children scored zero
- In Mathematics, children performed better in average
- In Language, children performed better in vocabulary

Kerala

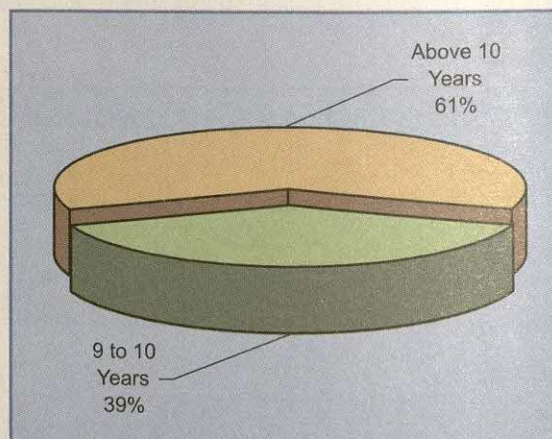
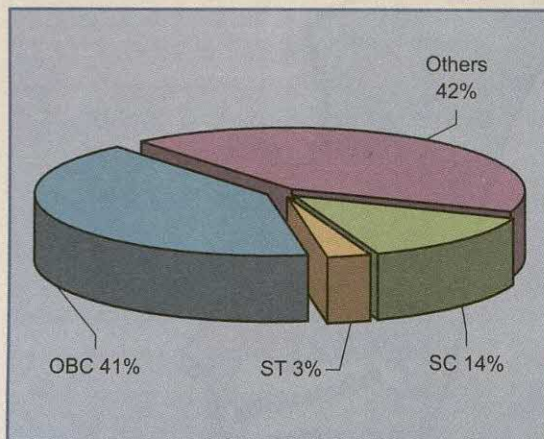


Gender and Area wise Distribution of Children



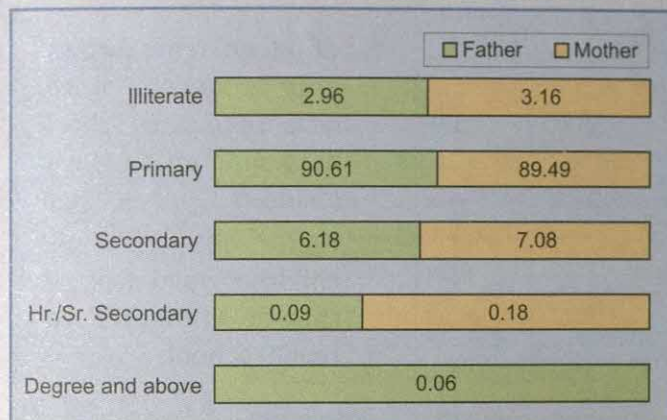
- A total of 3417 children from 8 districts were sampled from the state. Within the sample, 54% were of boys and 46% girls
- Area wise, 74% children were from rural area and 26% from urban area

Category and Age wise Distribution of Children



- Social group wise, 42% children belonged to Others category and 3% from ST category
- Age wise, 61% children were above 10 years of age

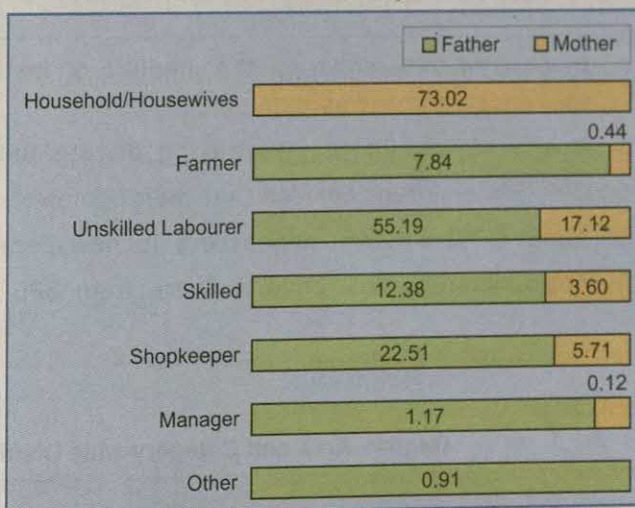
Distribution of Students on the Basis of Parents' Education



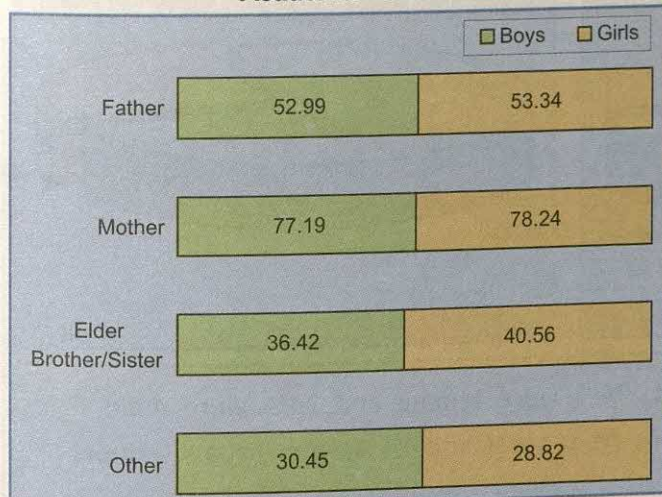
- Regarding educational status, about 3% parents were illiterate
- About 90% parents studied up to primary level

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (55%) were unskilled labourer
- Majority of mothers (73%) were housewives
- Only 1.17% fathers and 0.12% mothers were manager

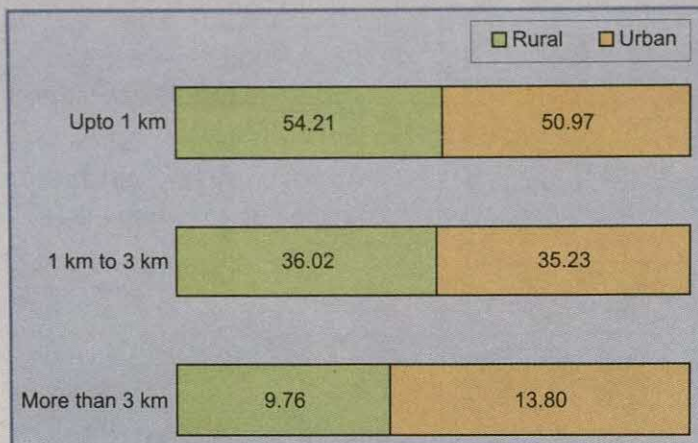


Academic Assistance Received from Family Members



- Irrespective of gender, mothers provided more academic help to their children and this trend was followed by fathers and elder peers
- Girls were getting slightly more help from family members than boys

Distance of School from Home



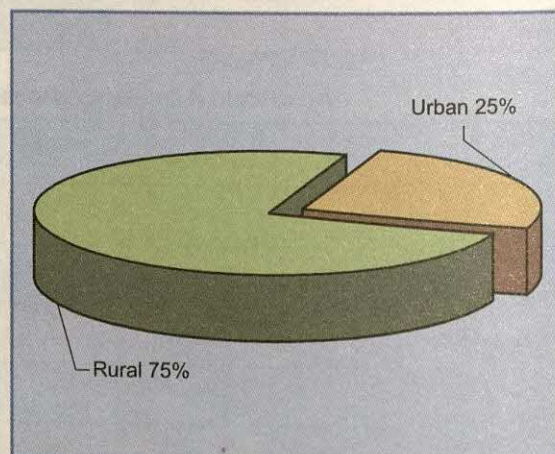
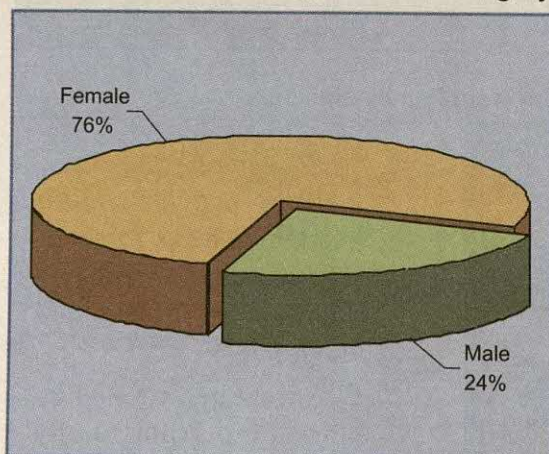
- ⇒ Children from urban area covered more distance to reach school as compared to rural children
- ⇒ About 46% to 48% children walked more than 1 kilometre to reach school

Other Trends

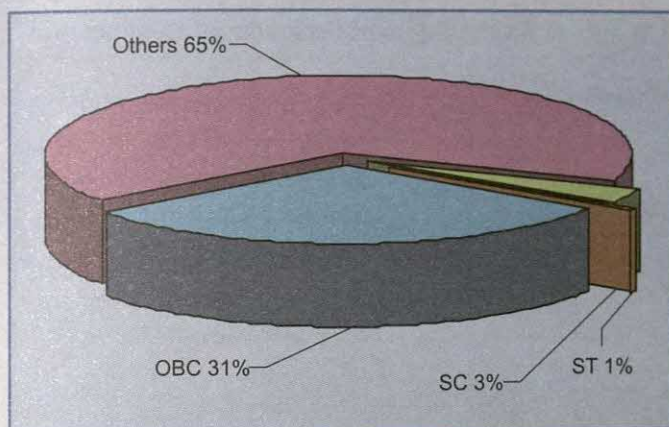
- ⇒ In case of 96% children, the medium of instruction in school and language spoken at home was same
- ⇒ Nearly 45% children were taking private tuition
- ⇒ Only 2% children reported that their homework was being checked by teachers
- ⇒ About 97% children had access to newspapers, storybooks and magazines
- ⇒ Approximately 45% children were from BPL (Below Poverty Line) families

TEACHERS

Gender, Area and Category wise Distribution of Teachers



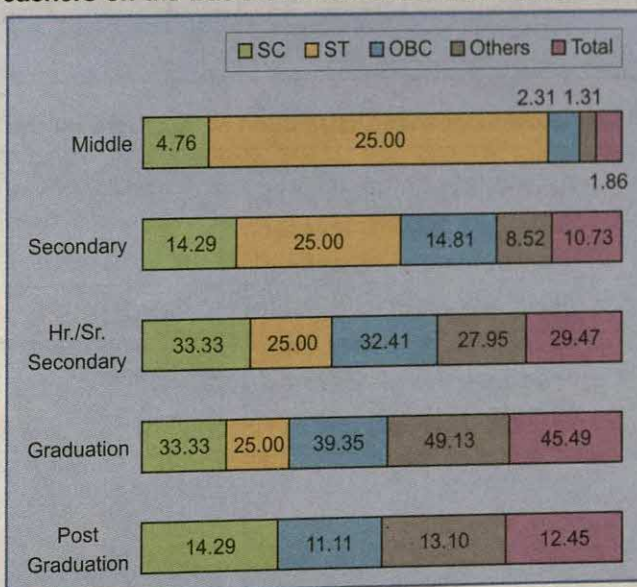
- ⇒ Out of 699 sampled teachers, 76% were female and 24% were male
- ⇒ Area wise, 75% teachers were from rural and 25% from urban schools



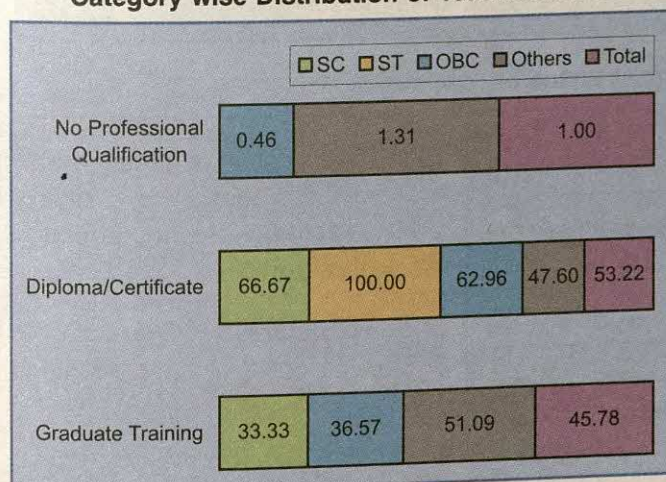
- Category wise, maximum teachers were from Others category (65%) followed by OBC (31%), SC (3%) and 1% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Nearly 75% teachers studied up to either or higher secondary or graduate level
- About 12% teachers were post graduate
- Teachers from Others category were better educated than OBC, SC, and ST categories

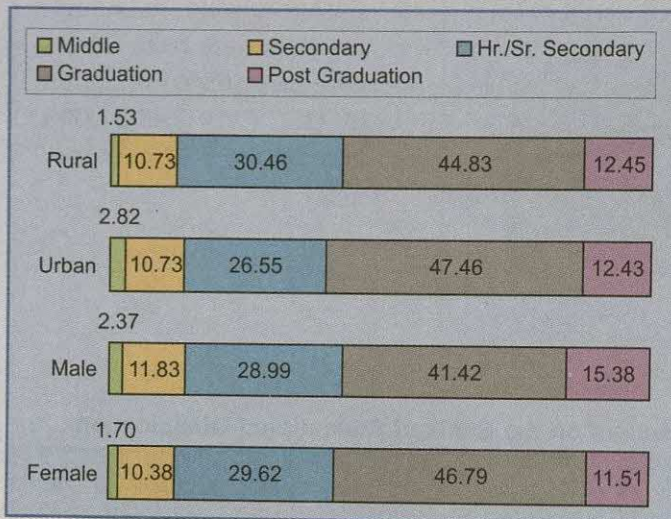


Category wise Distribution of Teachers on the Basis of Professional Qualification



- About 53% teachers had certificate / diploma in elementary education
- About 1% teachers did not have any professional qualification
- All teachers from SC and ST categories were professionally qualified

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



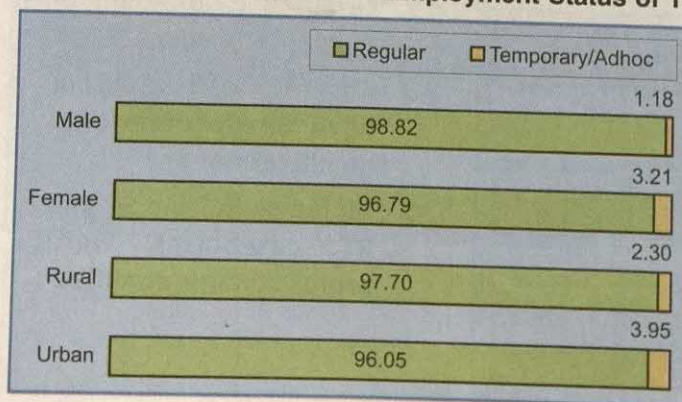
- Gender and area wise, there was 1% to 5% difference in educational qualification of teachers
- Approximately 12% to 15% teachers studied up to postgraduate level

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 52% to 56% teacher had diploma in teaching
- About 47% female as well as urban teachers had graduate level training (B.Ed)

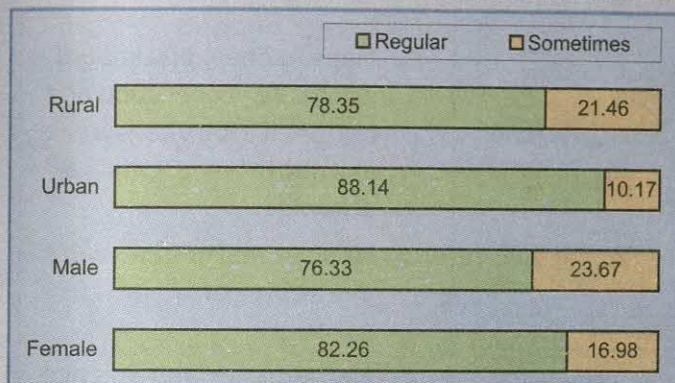


Employment Status of Teachers



- Irrespective of gender and area, 96% to 99% teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



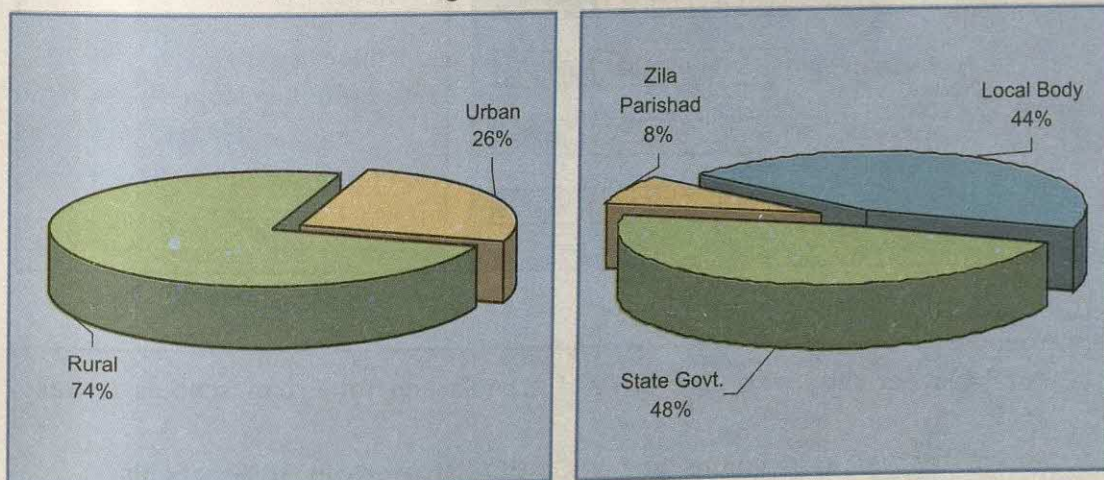
- About 88% urban and 78% rural teachers revealed that they were giving homework regularly
- More urban and female teacher were giving homework regularly as compared to their counterparts

Other Trends

- Average teaching experience of teachers was 14 years
- BRC, CRC and DIET were the major organizers of in service training programmes
- Teachers diary was being maintained by 89% teachers
- Teaching learning materials were available to 95% teachers
- About 31% to 38% teacher studied Mathematics and Social Science up to graduate level

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 235 sampled schools, 74% were from rural area and 26% from urban area
- Management wise, 48% schools were managed by state government, 44% by local body and remaining 8% were by Zila Parishad

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	74.86	76.67	75.32
Separate toilet facilities for girls	81.71	86.67	82.98
Electric connection for school	98.29	100.00	98.72
T.V.	45.14	55.00	47.66
Computer	87.43	93.33	88.94
Musical Instrument	18.29	23.33	19.57
Mats & Furniture for all students	74.86	71.67	74.04
Blackboard	98.29	100.00	98.72
Playground	76.00	73.33	75.32
Maps	99.43	98.33	99.15
Globes	98.86	100.00	99.15
Charts	96.57	96.67	96.60
Primary Science Kit	73.14	73.33	73.19
Mathematics Kit	81.71	78.33	80.85
Children Books	98.29	95.00	97.45

- Maps, globes, blackboard, electricity connection and children books were available in almost all schools
- Musical instrument were available only in 20% schools
- Mathematics and Science kits were available in 81% and 73% schools respectively
- Television was available in 48% schools and computers in 89% schools
- Separate toilet facility for girls was in 83% schools

Other Trends

- Pupil teacher ratio was 27:1 in rural schools and for urban schools it was 26:1
- Parent teacher associations and VEC/AEC/SMC were in 90% schools
- Mid day meal and free textbooks were available in about 98% school
- Average number of working days was 192 days with 7 periods a day
- Workbooks for teachers were available in 90% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	47.18	42.91	66.72
Girls	46.41	41.65	68.09
Rural	46.94	42.50	67.10
Urban	46.49	41.85	68.06
SC	43.88	38.73	62.97
ST	40.05	37.19	59.73
OBC	46.60	42.45	67.53
Others	48.49	43.75	69.12
Total	46.83	42.33	67.34

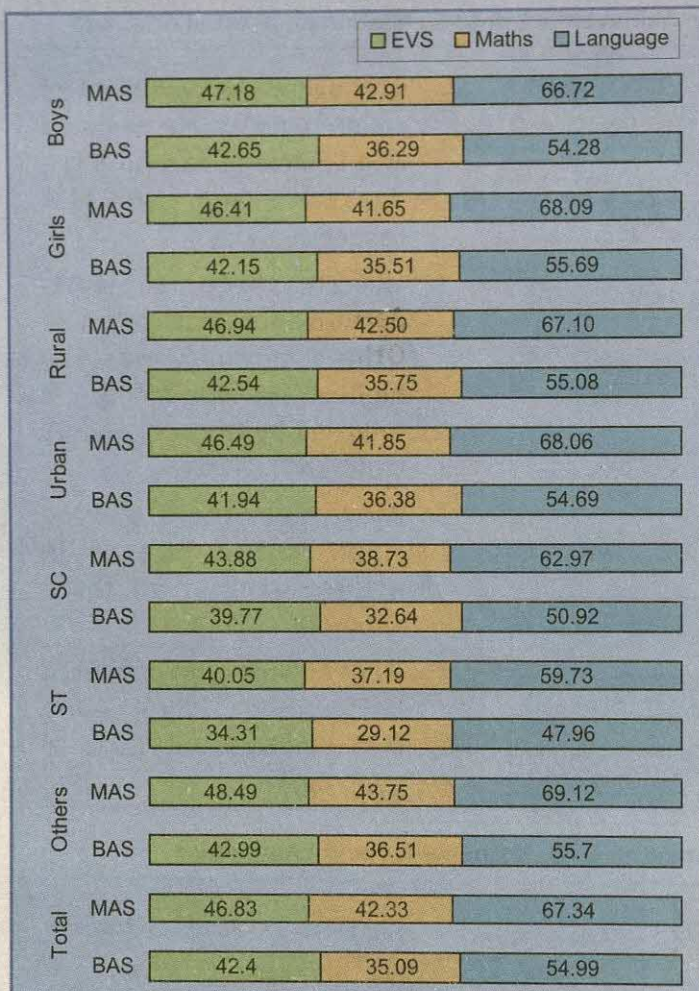
- The overall achievement of children in EVS, Mathematics and Language was 46.83%, 42.33% and 67.34% respectively
- In all three subjects, performance of children of Others category was the highest and this trend was followed by OBC, SC and ST children
- Area wise, there was no significant difference in achievement in all three subjects
- Gender wise, boys scored better in EVS and Mathematics but Girls in Language

District wise Achievement in EVS, Mathematics and Language

- In all three subjects achievement in Kottayam was the highest
- Kozhikkod performed poorly among the districts in Mathematics and Language but Thrissur in EVS

	EVS	Maths	Language
Wayanad	43.13	39.88	64.80
Kannur	48.62	43.20	69.43
Kozhikode	44.85	39.12	63.26
Thrissur	42.69	40.10	65.91
Kottayam	50.46	46.73	71.46
Idukki	48.63	43.10	67.38
Pathanamthitta	47.46	42.67	68.29
Kollam	48.48	43.53	67.97
Kerala	46.83	42.33	67.34

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

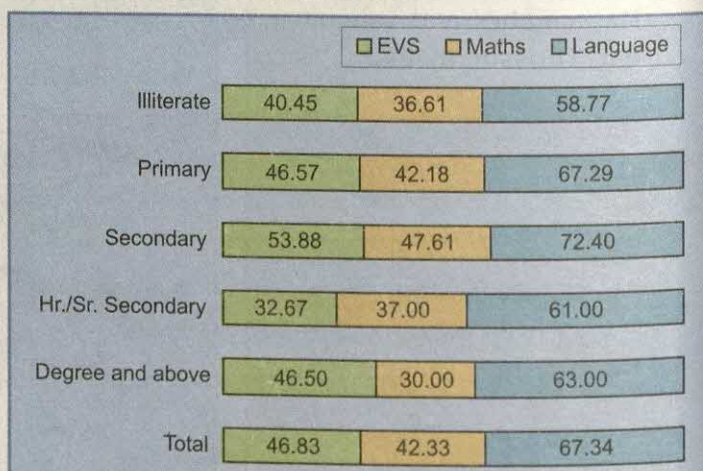


- In all three subjects, the achievement of students increased by 4% to 12% during MAS from BAS
- Learning achievement increased by 6% to 13% among children of Others category
- Gender and area wise also achievement increased by 4% to 12% in all three subjects

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of fathers who had secondary education qualification performed better in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	39.94	34.57	55.37
Primary	46.57	42.18	67.30
Secondary	53.47	48.17	73.78
Hr./Sr. Secondary	41.00	30.50	49.67
Total	46.83	42.33	67.34

- Children of secondary educated mothers performed better in all three subjects

Effect of Father's Occupation on Achievement

- Children of fathers who were managers performed better in all three subjects

	EVS	Maths	Language
Farmer	48.12	44.36	68.20
Unskilled Labourer	45.11	40.91	65.51
Skilled	49.90	43.57	69.98
Shopkeeper	48.89	44.24	70.00
Manager	52.38	49.50	72.65
Other	39.87	38.16	62.61
Total	46.83	42.33	67.34

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	47.05	42.61	67.73
Farmer	47.47	39.33	64.60
Unskilled Labourer	43.36	39.30	63.49
Skilled	53.00	47.80	71.67
Shopkeeper	50.24	44.75	71.28
Manager	56.00	41.75	73.25
Total	46.83	42.33	67.34

- Children of mothers who were managers performed better in EVS and Language
- Children of skilled mothers did better in Mathematics

Effect of Pupil Teacher Ratio on Achievement

	EVS	Maths	Language
Upto 20	45.98	42.16	66.60
21-30	46.95	42.72	67.66
31-40	46.30	41.16	66.48
Above 40	48.37	42.00	68.00
Total	46.83	42.33	67.34

- ⇒ Pupil teacher ratio did not show any influence on children's achievement

Effect of Teacher's Educational Qualification on Achievement

- ⇒ Achievement of children who were taught by postgraduate teachers was quite well in all three subjects
- ⇒ Achievement of students taught by teachers with secondary and above level qualification was nearly same in all three subjects

	EVS	Maths	Language
Middle	43.54	39.77	63.77
Secondary	47.76	42.20	67.44
Hr./Sr. Secondary	46.44	42.74	67.06
Graduation	46.33	41.94	67.16
Postgraduation	47.77	42.23	67.74
Total	46.83	42.33	67.34

Other Trends

- ⇒ Children performed significantly better when they took private tuition in Language
- ⇒ Academic help from family members had significant effect on achievement in all three subjects
- ⇒ Younger children (9-10 years) scored better than older children in all three subjects
- ⇒ Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks
- ⇒ Children from BPL families scored significantly poor in all three subjects

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	38.37	-	35.69	-	60.32	-
Infrastructure Index	0.219	0.04	0.154	0.03	0.471	0.05
Instructional Facility Index	0.997*	0.1	0.952*	0.10	0.832	0.08
Auxiliary Facility Index	0.247	0.02	0.256	0.04	0.120	0.03
Human Resource Index	0.364	0.04	0.793	0.08	0.398	0.05
Community Participation Index	1.378*	0.12*	1.186*	0.09	0.155	0.02
Inspection of Schools	0.788	0.06	0.110	0.01	0.192	0.04
R^2	0.029		0.026		0.01	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 2.9% in EVS, 2.6% in Mathematics and 1% in Language
- Community participation and instructional facilities in school contributed significantly on EVS and Mathematics achievement

Teacher Characteristics

Teacher related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.06	-	41.76	-	61.72	-
Teacher Efficiency Index	0.489	0.05	0.956	0.06	0.428	0.05
Teacher Professionalism Index	1.911**	0.12*	1.725**	0.11*	1.292*	0.10
R^2	0.036		0.02		0.02	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 3.6% in EVS, 2% each in Mathematics and Language achievement
- Teachers professionalism (maintaining teacher dairy, giving homework, etc.) of teachers contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.59	-	41.63	-	63.66	-
Socio-economic Index	5.369**	0.10**	4.566**	0.10**	6.129**	0.13**
Supplementary Helping Index	0.103	0.02	0.588	0.06	0.477	0.02
Student Attendance	0.253	0.03	0.222	0.03	0.255	0.03
Distance from Home to School	-0.248	-0.03	-0.147	-0.02	0.124	0.01
R^2	0.021		0.019		0.027	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2.1% in EVS, 1.9% in Mathematics and 2.7% in Language achievement
- Socio-economic status of children contributed significantly to EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in simple interest, per cent, profit & loss and fraction & decimal
- In Language, children performed fairly well in all competencies of language elements

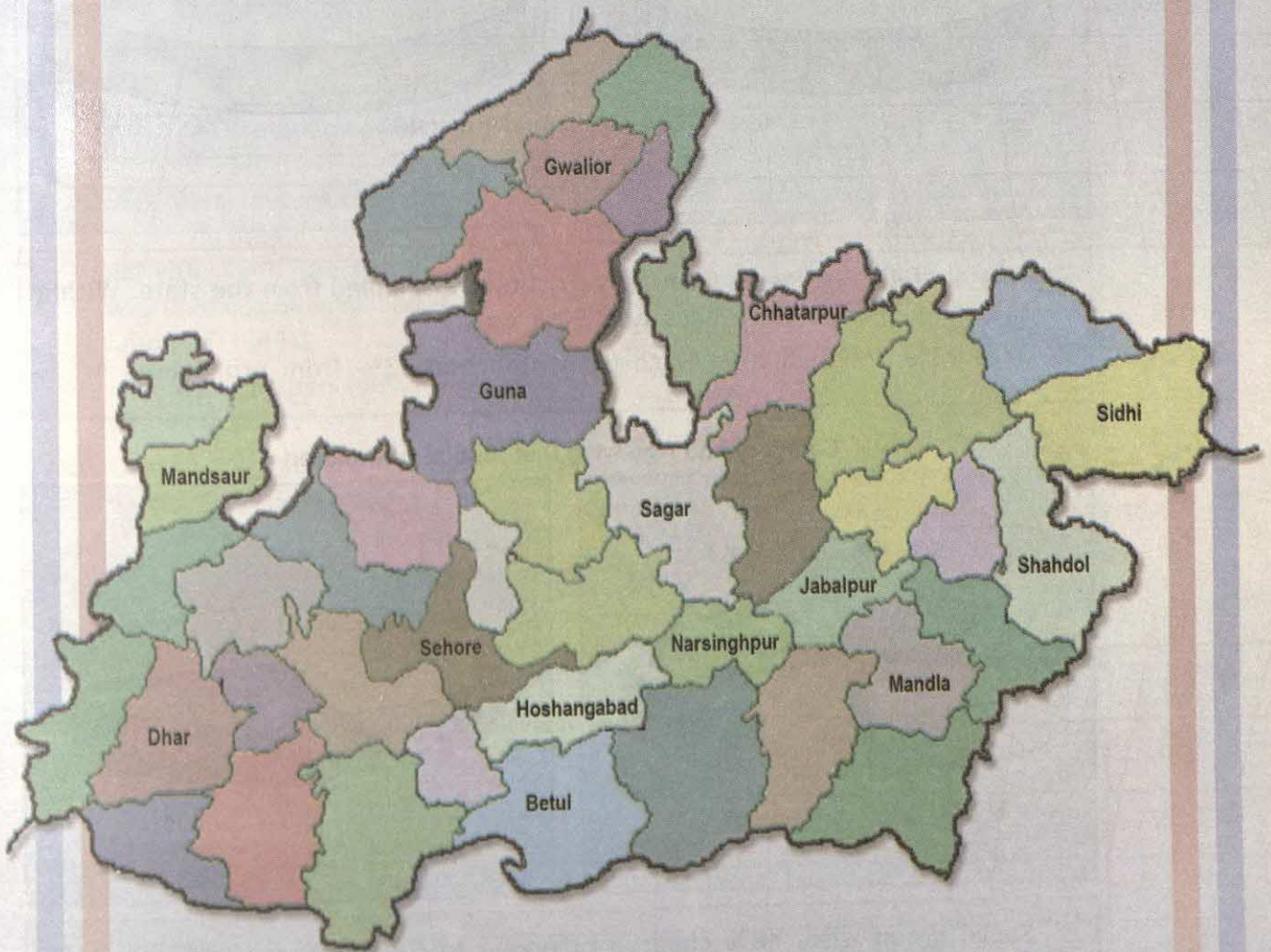
TEST CHARACTERISTICS

- Nearly 58% items in EVS, 68% items in Mathematics and 20% items in Language were difficult
- About 70% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.7 to 0.8

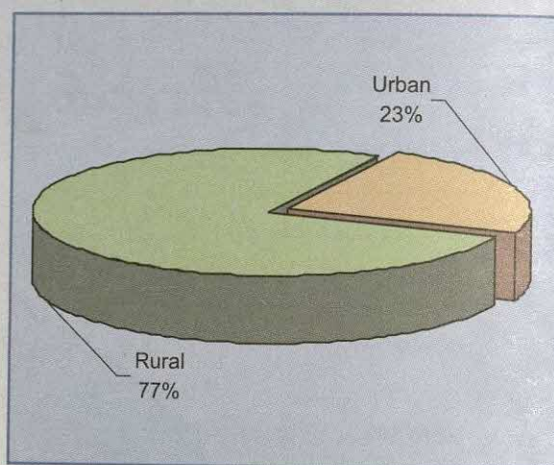
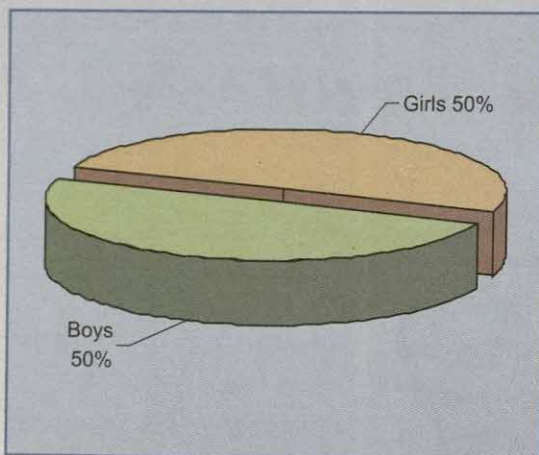
OTHER TRENDS

- About 37% children in EVS, 51% in Mathematics and 6% in Language scored less than 40% marks
- Very few children scored more than 80% marks
- In Mathematics, children performed better in fundamental operations and average
- In descriptive questions of Language, 19% children scored 10 out of 10 and 7% children scored zero

Madhya Pradesh

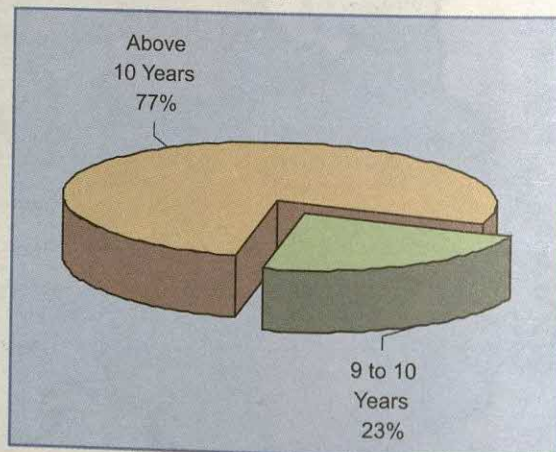
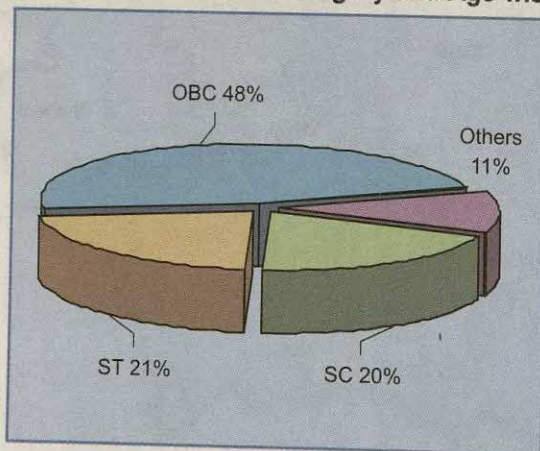


Gender and Area wise Distribution of Children



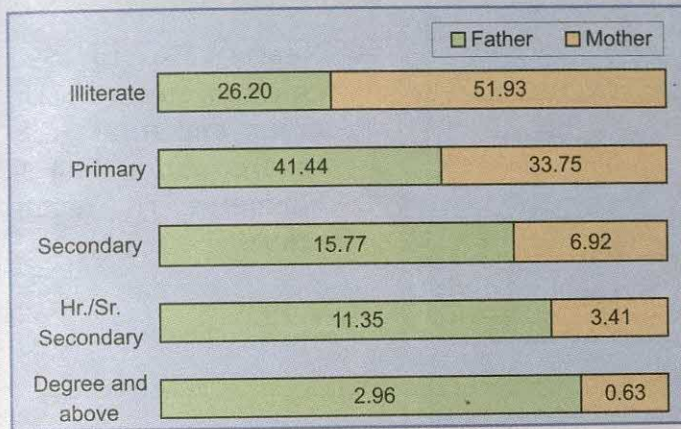
- A total of 4756 students from 14 districts were sampled from the state. Within the sample, 50% were boys and 50% girls
- Area wise, 77% children were from rural and 23% from urban area

Category and Age wise Distribution of Children



- Social group wise, 48% children belonged to OBC category and only 11% from Others category
- Age wise, 77% children were above 10 years of age

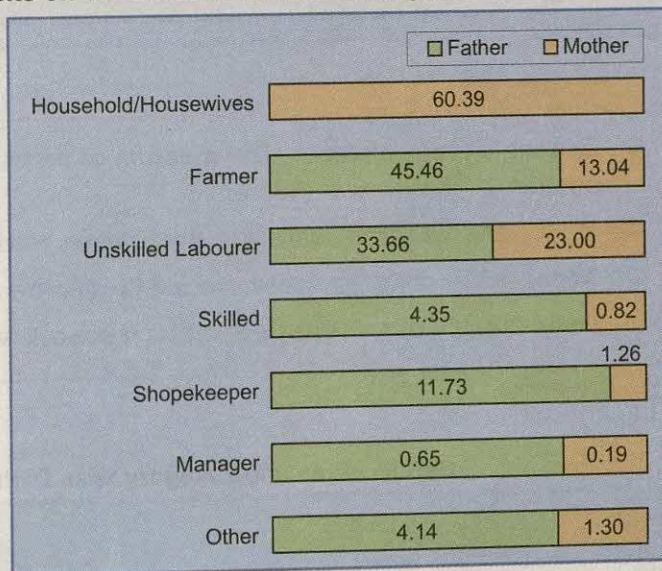
Distribution of Students on the Basis of Parents' Education



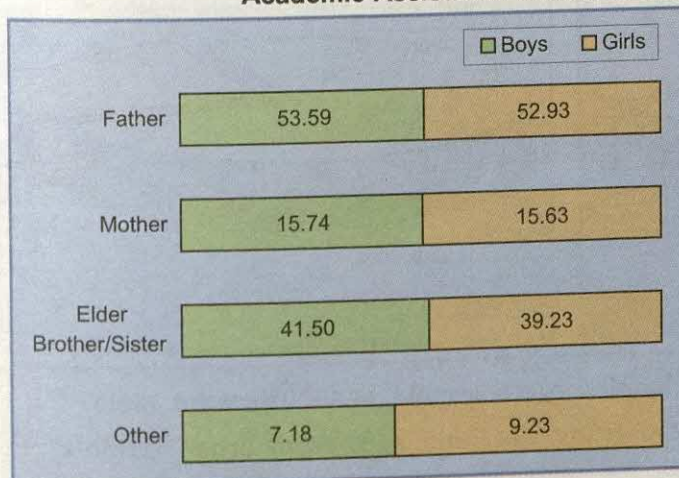
- Regarding educational status, 52% mothers were illiterate as against 26% of fathers
- Only 3% fathers studied up to degree and above level and for mothers it was only 0.6%

Distribution of Students on the Basis of Parents' Occupation

- Maximum fathers (45%) were engaged in farming activities and the trend was followed by unskilled labourer (34%)
- Majority of mothers (60%) were housewives
- Only 0.7% fathers and 0.2% mothers were managers

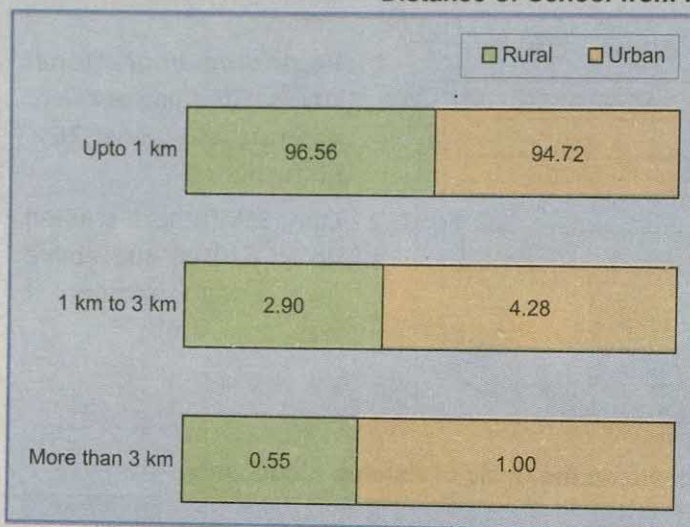


Academic Assistance Received from Family Members



- Irrespective of gender, fathers provided more academic help to their children and it was followed by elder peers and mothers

Distance of School from Home



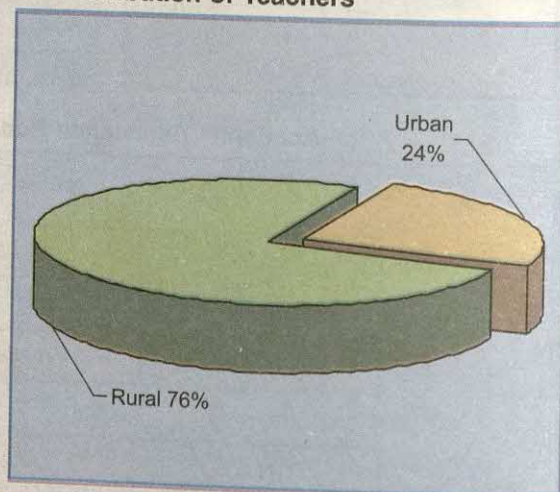
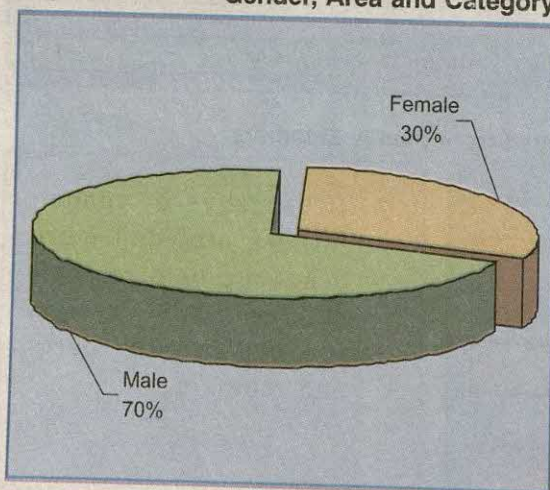
- Nearly 3% to 5% children from both urban and rural area covered more than 1 kilometre to reach school

Other Trends

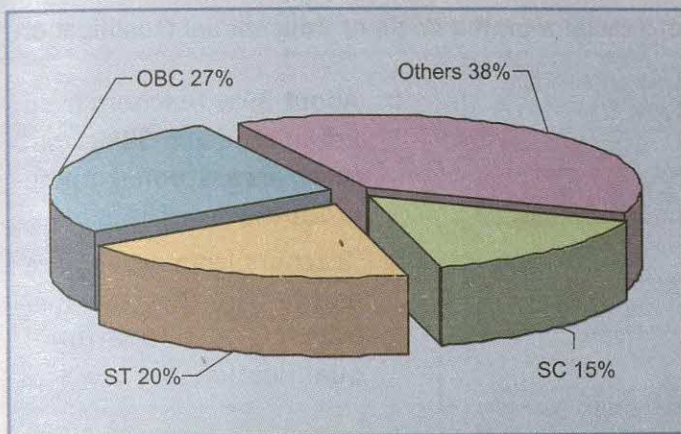
- In case of 76% children, the medium of instruction in school and the language spoken at home was same
- Only 12% children were taking private tuition
- About 42% children were from BPL (Below Poverty Line) families
- Only 2% children revealed that classwork was checked by teachers

TEACHERS

Gender, Area and Category wise Distribution of Teachers



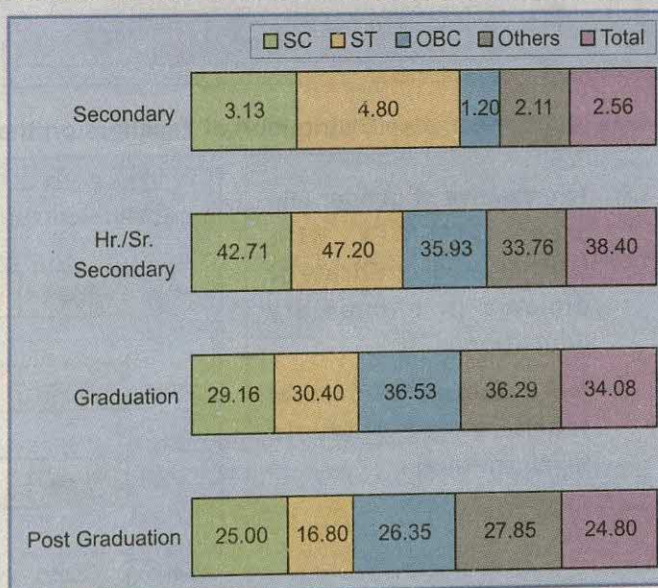
- Out of 625 sampled teachers, 30% were female and 70% were male
- Area wise, 76% teachers were from rural and 24% from urban schools



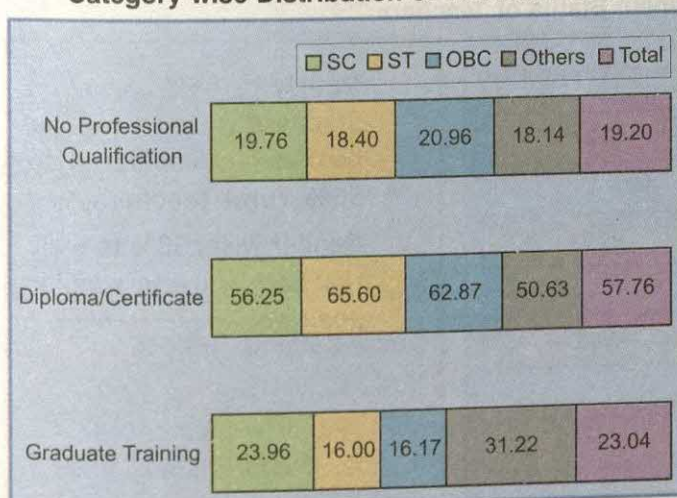
- Category wise, maximum teachers were from Others category (38%) followed by OBC (27%), ST (20%) and 15% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From Others and OBC categories, maximum percentage of teachers were graduate or post graduate
- Social group wise, teachers from Others category were better educated and the trend was followed by OBC, SC and ST categories

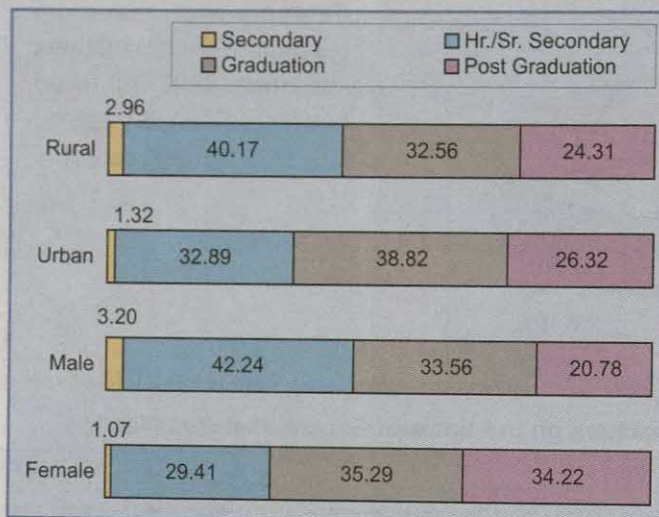


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Nearly 23% teachers had graduate level training
- Majority of teachers from all categories had certificate or diploma in elementary education
- About 19% teachers did not have any professional qualification

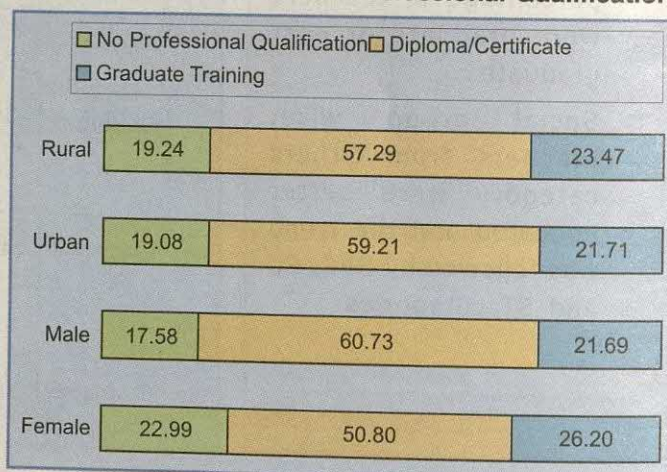
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



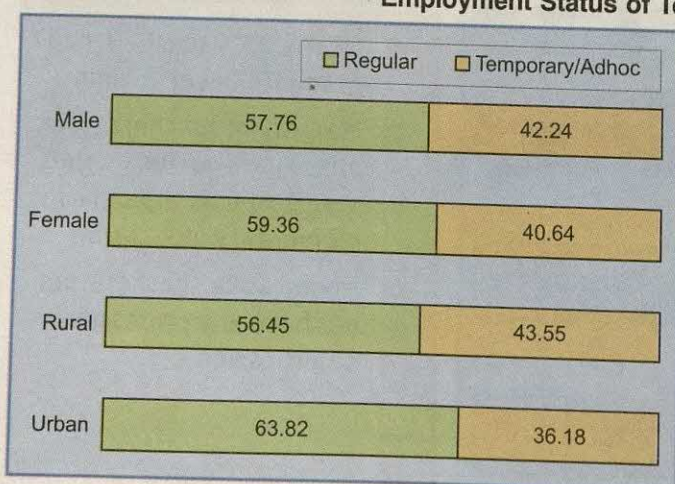
- About 39% teachers from urban area and 33% from rural area studied up to graduate level
- Teachers from urban area and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 51% to 61% teachers had certificate or diploma in elementary education
- More female and rural teachers had graduate level training

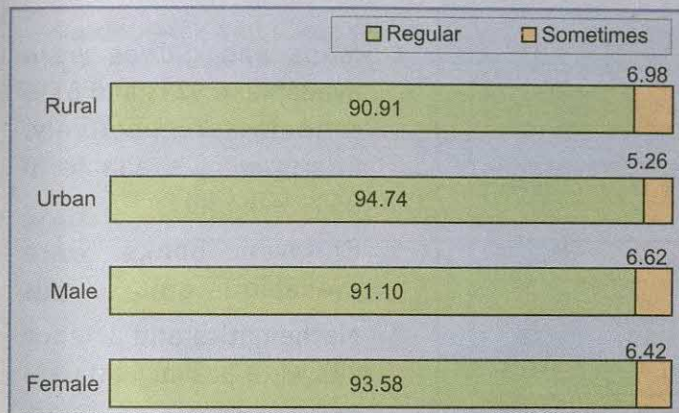


Employment Status of Teachers



- Nearly 64% urban teachers were in regular position as compared to 56% rural teachers
- Gender wise, 58% to 59% teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



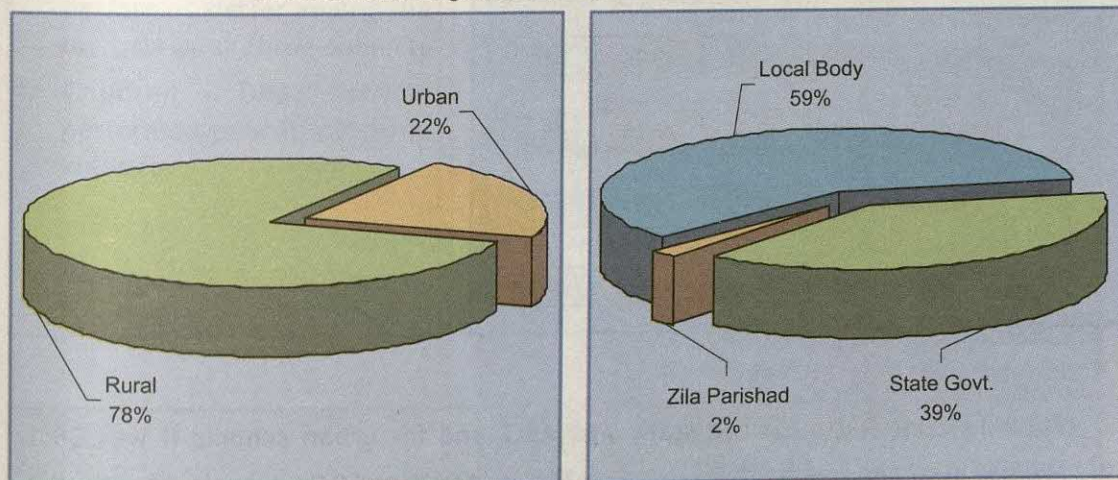
- Irrespective of gender and area, 91% to 95% teachers revealed that they were giving regular homework to children

Other Trends

- Average teaching experience of teachers was 14 years
- About 65% training programme were conducted in DIET and only 4% were conducted by Teachers Resource Centres
- Teacher's diary was being maintained by 90% teachers
- About 7% teachers studied Mathematics up to graduate level and for Language and Social Science it was 31% and 9% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 408 sampled schools, 78% were from rural area and 22% from urban area
- Management wise, 59% schools managed by local body, 39% by state government and remaining 2% schools by Zila Parishad

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	48.13	65.91	51.96
Separate toilet facilities for girls	26.88	52.77	32.35
Electric connection for school	10.31	39.77	16.67
T.V.	24.06	15.91	22.30
Computer	6.25	17.05	8.58
Musical Instrument	26.56	36.36	28.68
Mats & Furniture for all students	74.69	79.55	75.74
Blackboard	97.50	97.73	97.55
Playground	58.44	59.09	58.58
Maps	97.19	97.73	97.30
Globes	87.50	87.50	87.50
Charts	95.31	93.18	94.85
Primary Science Kit	49.06	48.86	49.02
Mathematics Kit	63.75	64.77	63.97
Children Books	86.25	84.09	85.78

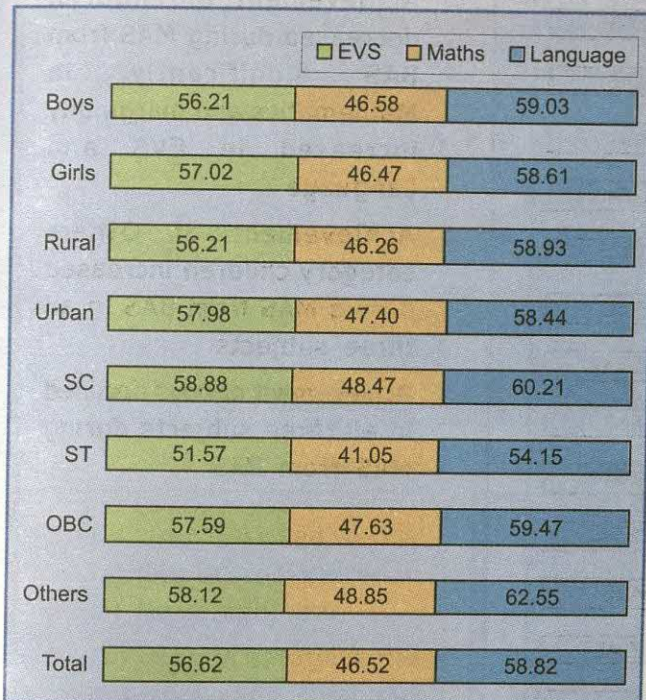
- Maps and globes were available in 97% and 87% schools respectively. Charts were available in 95% schools
- Children books were available in 86% schools
- Mathematics and Science kits were available in 64% and 49% schools respectively
- Television was available in 22% schools and computers were found in 9% schools
- Separate toilet facility for girls was available in 32% schools

Other Trends

- Pupil Teacher Ratio for the state was 43:1 and for urban schools it was 39:1
- Mid day meal and free textbooks were available in 96% and 94% schools respectively; free uniform was available in 91% schools
- Average number of working days was 204 days with 6 periods a day
- Parent teacher associations were existing in 96% schools and VEC/AEC/SMC were in 79% schools

LEARNING ACHIEVEMENT

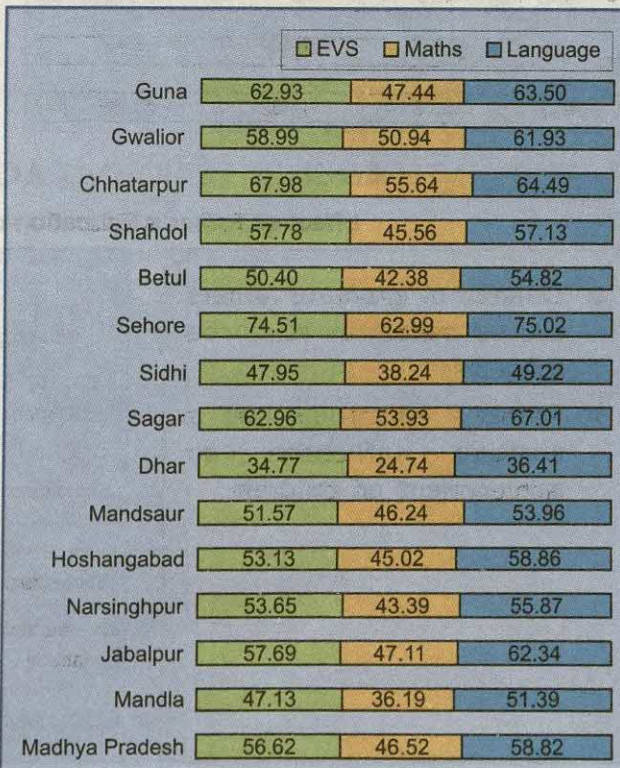
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



- The overall achievement of children in EVS, Mathematics and Language was 56.62%, 46.52% and 58.82%
- In EVS, performance of SC category children was the highest and Others category children scored highest in Mathematics and Language
- Area wise, urban children scored better in EVS and Mathematics than rural children
- Gender wise, there was no significant difference in achievement between boys and girls in all three subjects

District wise Achievement in EVS, Mathematics and Language

- Children of Sehore districts performed better among the districts in all three subjects
- Children of Dhar districts performed poor in all three subjects



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

		EVS	Math	Language
Boys	MAS	56.21	46.58	59.03
	BAS	57.67	50.42	59.65
Girls	MAS	57.02	46.47	58.61
	BAS	54.30	47.33	56.54
Rural	MAS	56.21	46.26	58.93
	BAS	55.50	47.54	56.82
Urban	MAS	57.98	47.40	58.44
	BAS	57.80	52.82	61.92
SC	MAS	58.88	48.47	60.21
	BAS	59.59	51.18	59.54
ST	MAS	51.57	41.05	54.15
	BAS	55.66	46.96	56.48
Others	MAS	58.12	48.85	67.53
	BAS	54.98	48.45	61.37
Total	MAS	56.62	46.52	63.17
	BAS	56.15	49.03	61.89

- Achievement of children decreased during MAS from BAS significantly in Mathematics and marginally increased in EVS and Language
- Achievement of Others category children increased during MAS from BAS in all three subjects
- Achievement of boys declined in all three subjects during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of graduate fathers scored better in all three subjects
- Father's education had a positive influence on achievement of children

	EVS	Maths	Language
Illiterate	55.08	44.16	55.43
Primary	56.55	46.39	59.47
Secondary	57.64	47.71	59.93
Hr./Sr. Secondary	58.55	49.24	61.37
Degree and above	60.82	55.39	65.49
Total	56.62	46.52	58.82

Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	56.14	45.47	57.06
Primary	57.41	47.66	60.74
Secondary	58.28	50.01	62.06
Hr./Sr. Secondary	55.45	47.66	60.54
Degree and above	60.30	50.83	66.13
Total	56.62	46.52	58.82

- ⇒ Children whose mothers were graduate scored better in all three subjects
- ⇒ Mothers educational status had shown a positive influence on achievement of children (excluding sr. secondary educated mothers)

Effect of Father's Occupation on Achievement

- ⇒ Children of skilled worker fathers scored better in all three subjects
- ⇒ Occupation of fathers did not show any clear cut trend in achievement of children

	EVS	Maths	Language
Farmer	56.44	46.79	59.39
Unskilled Labourer	56.23	45.61	57.49
Skilled	59.99	50.81	61.63
Shopkeeper	57.73	46.16	59.80
Manager	56.71	50.06	62.39

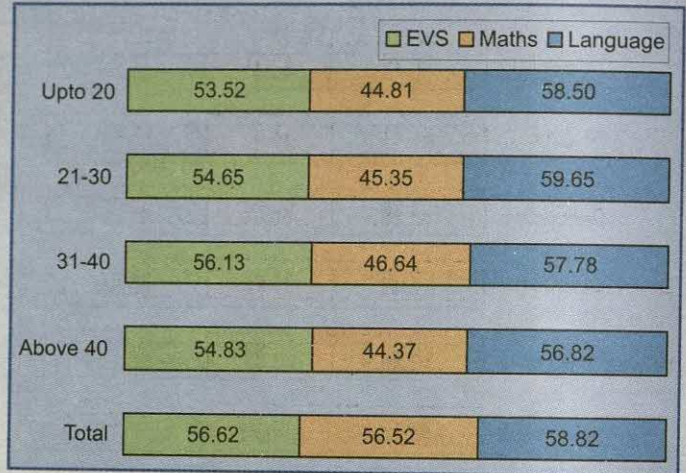
Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	57.06	47.15	58.81
Farmer	56.79	47.94	61.13
Unskilled Labourer	55.41	43.94	57.41
Skilled	64.46	53.77	62.97
Shopkeeper	54.92	45.20	57.70
Manager	38.89	42.00	44.44
Other	55.19	46.26	61.31
Total	56.62	46.52	58.82

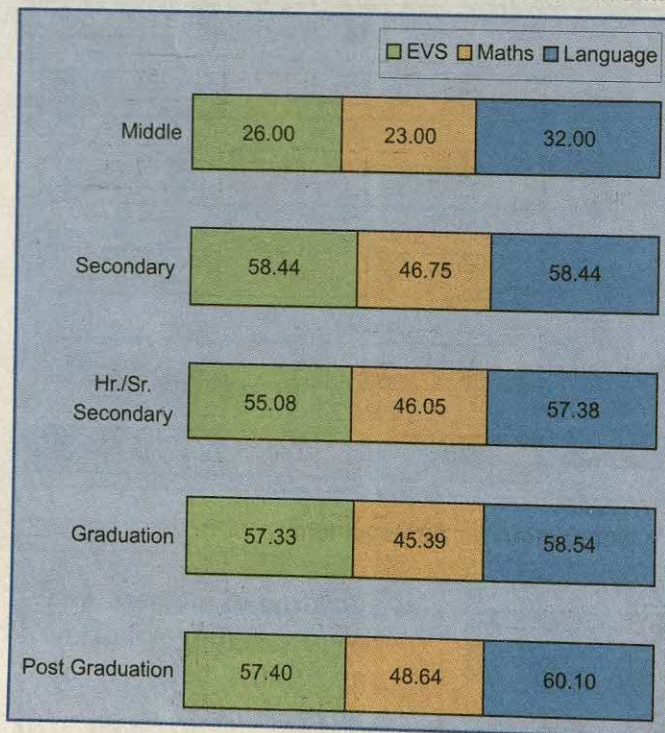
- ⇒ Children of mothers who were skilled worker performed better in all three subjects

Effect of Pupil Teacher Ratio on Achievement

- Children performed better in EVS and Mathematics when the PTR was between 31 and 40
- Pupil Teacher Ratio did not influence achievement of children



Effect of Teacher's Educational Qualification on Achievement



- Achievement in EVS, Mathematics and Language was better when the children were taught by postgraduate teachers

Other Trends

- Children performed significantly better in Mathematics and Language when they took private tuition
- Learning achievement of children was significantly better when they were helped by family member in academic activities
- Younger children (9-10 years) scored better than older children

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	47.82	-	29.55	-	45.01	-
Infrastructure Index	0.550	0.06	0.50	0.03	0.119	0.02
Instructional Facility Index	0.136	0.01	0.143	0.01	0.430	0.04
Auxiliary Facility Index	1.419*	0.08	2.030*	0.09	1.887*	0.08
Human Resource Index	4.900*	0.11	2.205*	0.08	0.980*	0.06
Community Participation Index	0.386	0.03	0.560	0.05	2.47*	0.10
Inspection of Schools	9.264**	0.18*	11.617**	0.20**	12.250*	0.22**
R^2	0.056		0.077		0.085	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 5.6% in EVS, 7.7% in Mathematics and 8.5% in Language
- Inspection of schools, ancillary facilities in schools and more number of teachers had significant impact on EVS, Mathematics and Language achievement
- Community Participation had also shown significant impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	55.60	-	45.71	-	57.79	-
Teacher Efficiency Index	0.113	0.06	0.663	0.07	0.498	0.05
Teacher Professionalism Index	4.079**	0.15*	3.624**	0.16*	3.038**	0.013*
R^2	0.016		0.014		0.011	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 1.6% in EVS, 1.4% in Mathematics and 1.1% in Language achievement
- Teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	47.01	-	46.83	-	59.26	-
Socio-economic Index	3.179**	0.09*	1.374**	0.06	2.680**	0.08*
Supplementary Helping Index	2.155**	0.08*	1.751**	0.07	3.301**	0.09*
Student Attendance	0.045	0.02	0.478	0.03	0.317	0.03
Distance from Home to School	-0.135	-0.01	-0.239	-0.02	-0.117	-0.01
R^2	0.015		0.01		0.03	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 1.5% in EVS, 1% in Mathematics and 3% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal
- In Language, children performed reasonably well in all competencies

TEST CHARACTERISTICS

- About 27% items in EVS, 55% items in Mathematics and 27% items in Language were either difficult or very difficult
- Nearly 93% items in EVS and Language, 90% items in Mathematics had good discriminative power
- All three tests had good reliability coefficient ranging from 0.75 to 0.89

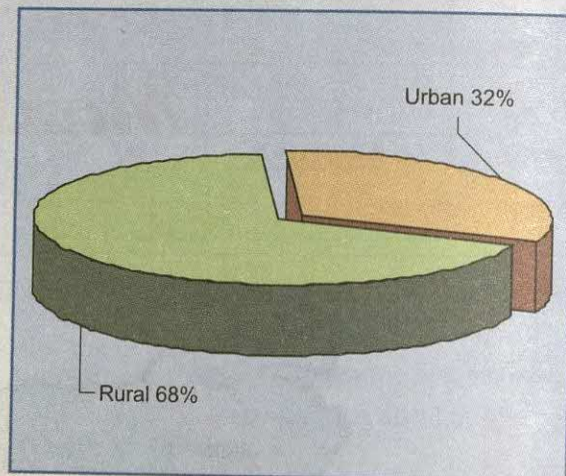
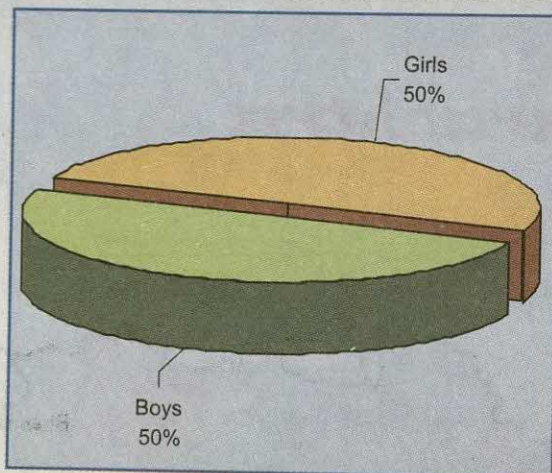
OTHER TRENDS

- About 28% children in EVS, 44% in Mathematics and 21% in Language, children scored less than 40% marks
- About 13% children in EVS and Language and 4% children in Mathematics scored more than 80% marks
- Nearly 5.5% children scored 10 out of 10 and 31% children scored zero
- In Mathematics, children performed comparatively better in questions based on simple interest
- In Language, children performed better in vocabulary and spelling

Maharashtra

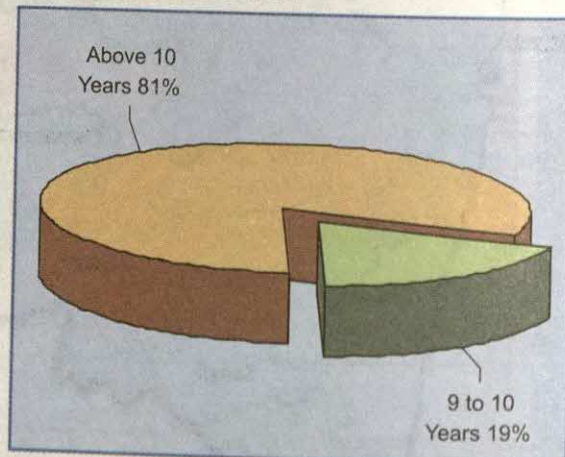
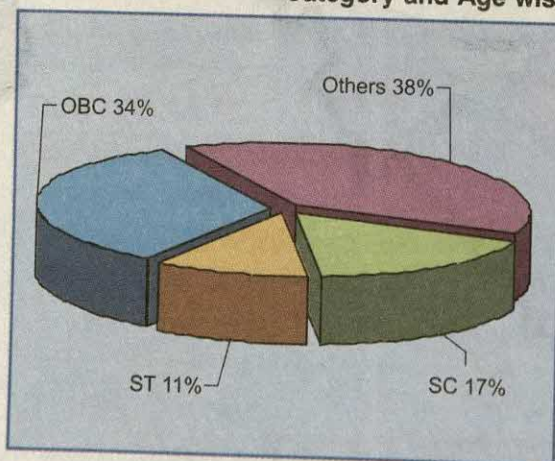


Gender and Area wise Distribution of Children



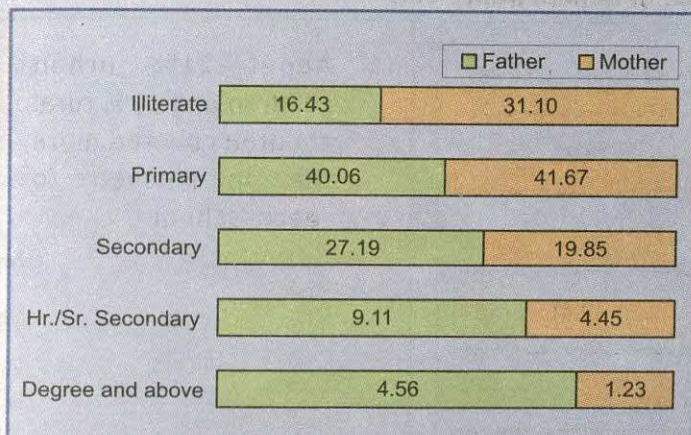
- A total of 5546 children from 13 districts were sampled from the state. Within the sample, the percentage of boys and girls was almost same
- Area wise, 68% children were from rural area and 32% from urban area

Category and Age wise Distribution of Children



- Social group wise, 38% children belonged to Others category and 11% from ST category
- Age wise, 81% children were above 10 years of age

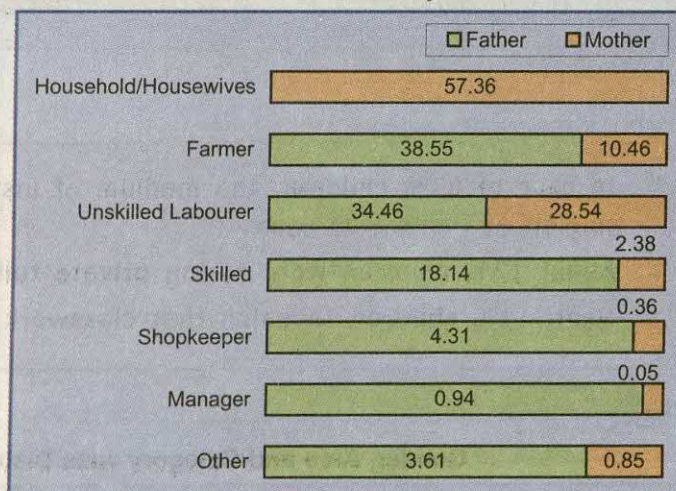
Distribution of Students on the Basis of Parents' Education



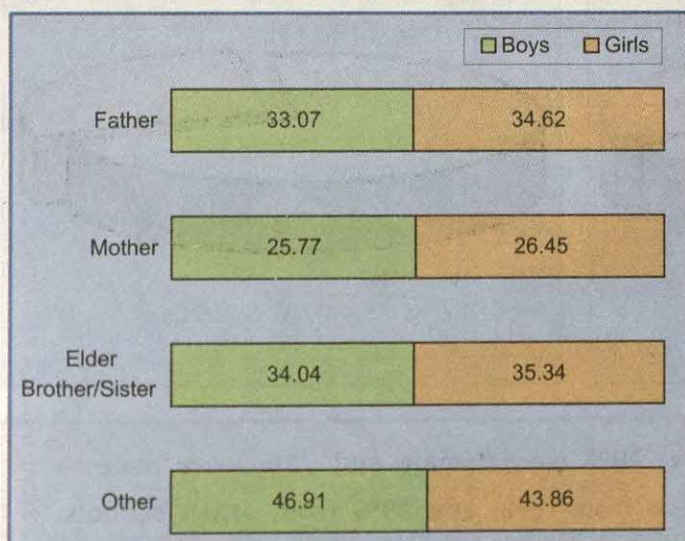
- Regarding educational status, 31% mothers were illiterate as against 16% fathers
- Only 4.5% fathers studied up to degree and above level and for mothers it was only 1.2%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (73%) were either farmers or unskilled labourer
- Majority of mothers (86%) were either housewives or unskilled labourer
- Only 1% fathers and very few mothers were manager

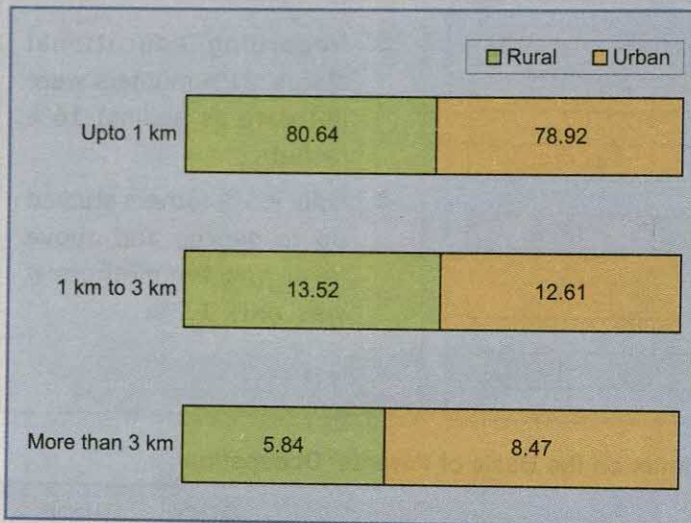


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and the trend was followed by elder peers and mothers
- Girls were getting more help from family members than boys

Distance of School from Home



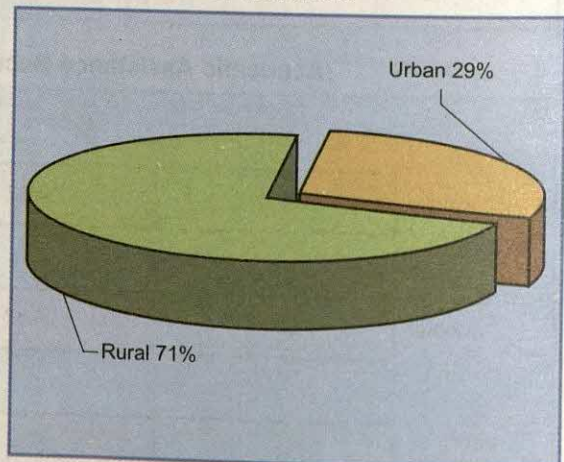
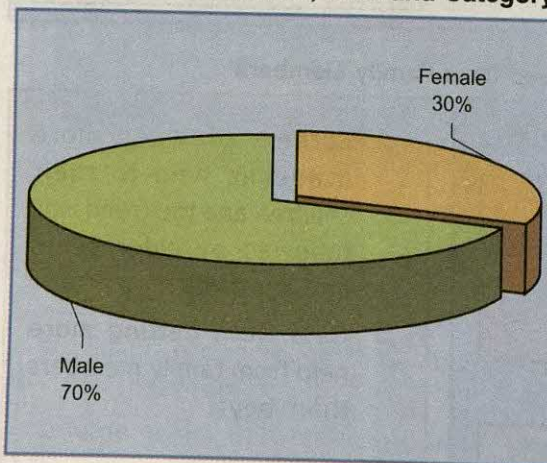
➤ About 21% urban children and 19% rural children covered more than one kilometre to reach school

Other Trends

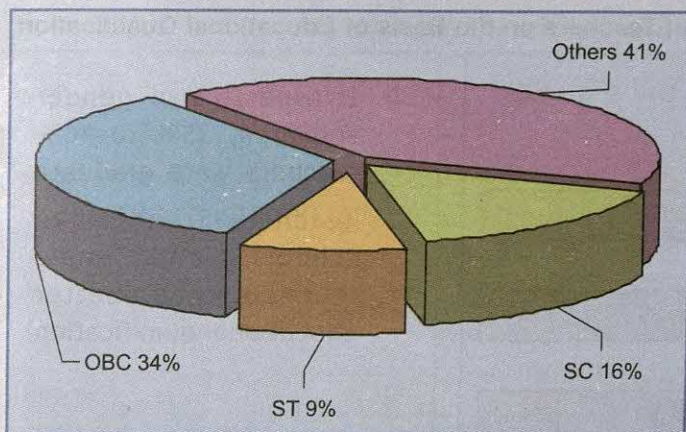
- In case of 85% children, the medium of instruction in school and language spoken at home was same
- About 12% children were taking private tuitions
- Nearly 3% children revealed that classwork was checked by teachers

TEACHERS

Gender, Area and Category wise Distribution of Teachers



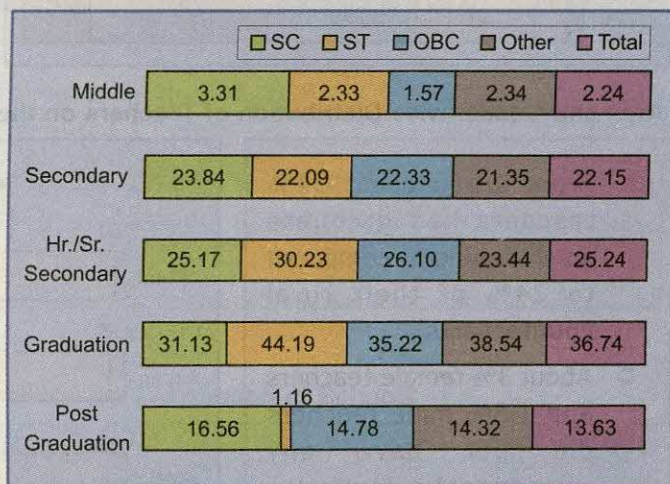
- Out of 939 sampled teachers, 30% were female and 70% were male
- Area wise, 71% teachers were from rural and 29% from urban schools



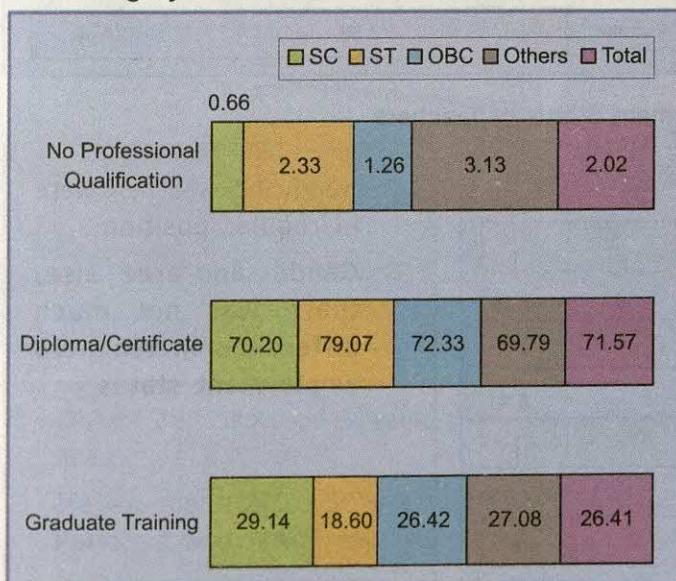
- Category wise, maximum teachers were from Others category (41%) followed by OBC (34%), SC (16%) and 9% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each category, maximum number of teachers were graduate
- Teachers from Others category were better educated and the trend was followed by OBC and SC categories

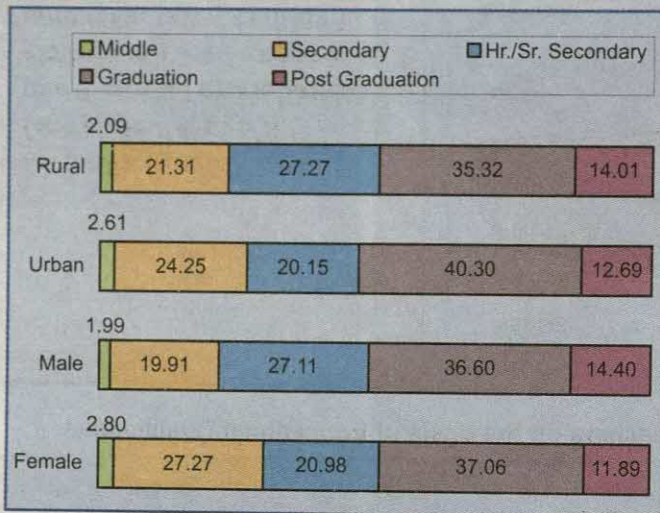


Category wise Distribution of Teachers on the Basis of Professional Qualification



- About 70% to 79% teachers had certificate or diploma in elementary education from each category
- Nearly 2% teachers did not have any professional qualification
- Approximately 26% teachers had graduation level training

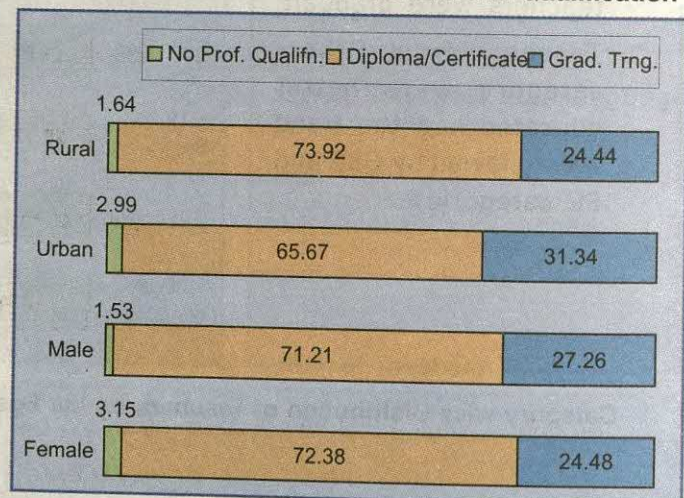
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



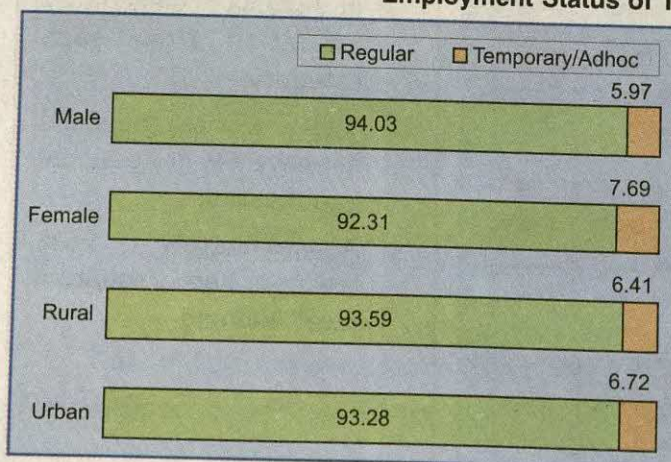
- Irrespective of gender and area, 35% to 40% teachers were graduate
- Teachers from urban schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 31% teachers had graduate level training as compared to 24% of their rural counterparts
- About 3% female teachers and 1.5% male teachers did not have any professional qualification

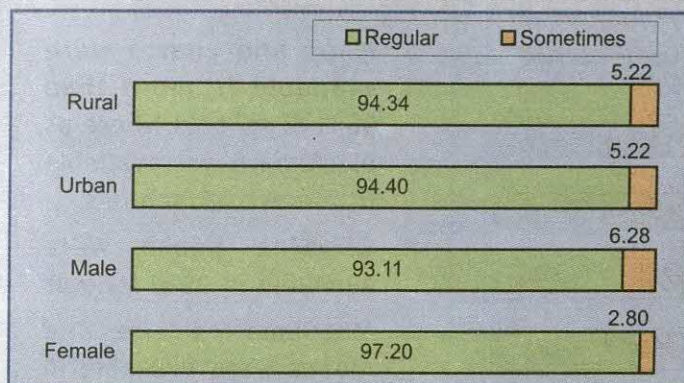


Employment Status of Teachers



- Nearly 93% teachers were in regular position
- Gender and area wise, there was not much difference in teachers employment status

Distribution of Teachers on the Basis of Giving Homework



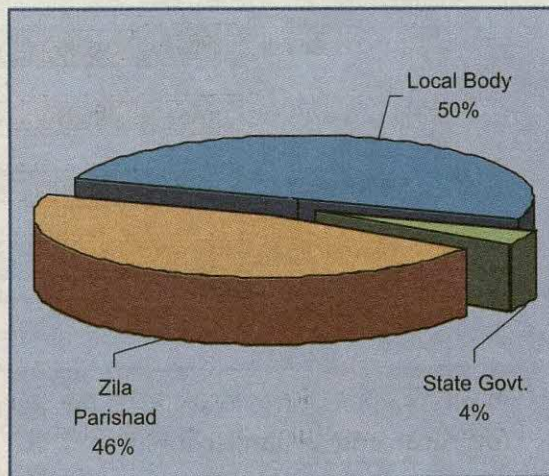
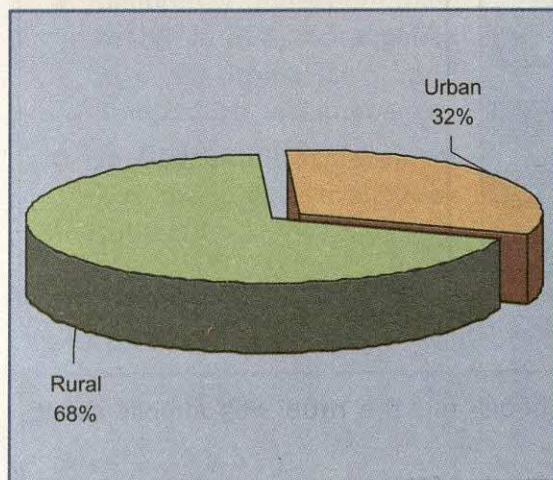
- Nearly 94% teachers revealed that they were giving homework to children regularly
- Female teachers were more regular in giving homework as compared to male teachers

Other Trends

- Average teaching experience of teachers was 13 years
- Maximum training programmes were conducted in BRCs (54%) and only 3% were conducted by Teacher Resource Centres
- Teacher's diary was being maintained by 91% teachers
- Nearly 60% teachers studied Mathematics and Social Science up to secondary level

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 387 sampled schools, 68% were from rural area and 32% from urban area
- Management wise, 50% schools were managed by local body, 46% by Zila Parishad and remaining 4% schools by state government

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	63.77	60.66	62.79
Separate toilet facilities for girls	50.19	62.30	54.01
Electric connection for school	83.77	92.62	86.56
T.V.	46.04	31.97	41.60
Computer	63.77	68.85	65.37
Musical Instrument	70.19	68.85	69.77
Mats & Furniture for all students	82.26	88.52	84.24
Blackboard	99.62	99.18	99.48
Playground	73.21	75.41	73.90
Maps	97.36	99.18	97.93
Globes	88.68	95.08	90.70
Charts	96.23	95.90	96.12
Primary Science Kit	83.02	90.16	85.27
Mathematics Kit	89.43	93.44	90.70
Children Books	94.72	94.26	94.57

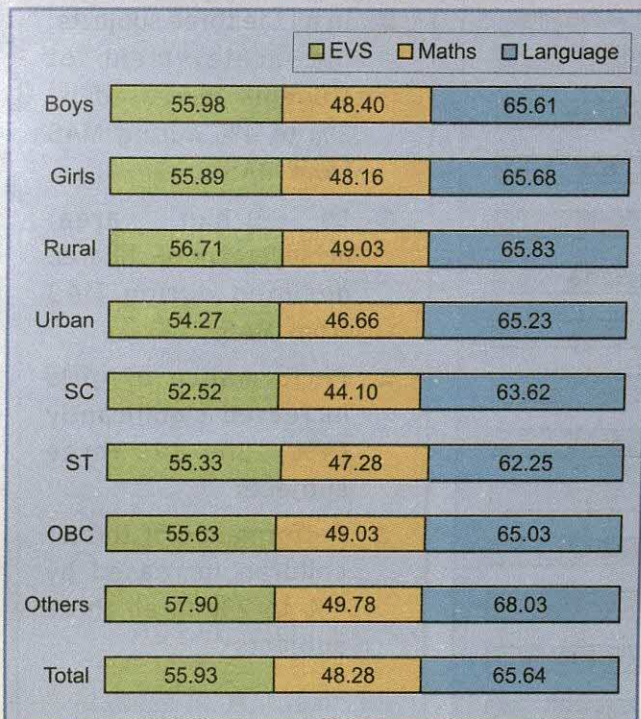
- Maps and charts were available in more than 96% of schools where as blackboard was available in almost all schools
- Children books were available in 95% schools
- Mathematics kits and globes were available in 91% schools; Science kit was available in 85% schools
- Television was available in 42% schools and computers were found in 65% schools
- Separate toilet facility for girls was in 54% schools

Other Trends

- Pupil Teacher Ratio was 28:1 for all schools and the ratio was almost same for rural and urban schools
- Parent teacher associations were existing in 95% schools and VEC/AEC/SMC were in 97% schools
- Mid-day meal and free textbooks were available in 97% schools
- Free uniform was available in 43% schools
- Average number of working days was 228 days with 8 periods a day

LEARNING ACHIEVEMENT

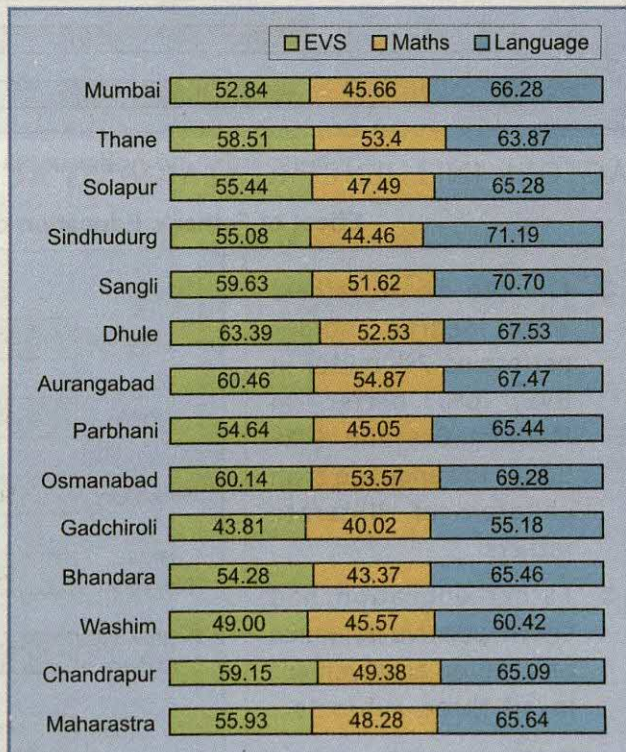
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



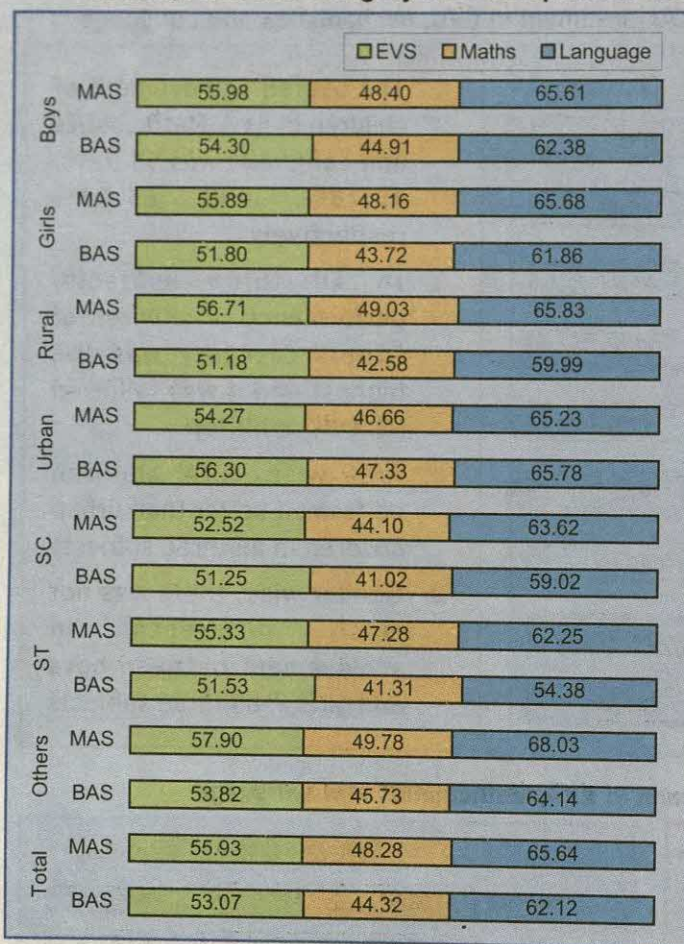
- The overall achievement of children in EVS, Mathematics and Language was 55.93%, 48.28% and 65.64% respectively
- In all three subjects, performance of children of Others category was the highest and it was followed by OBC children
- Area wise, rural children performed better than urban children in all three subjects
- Gender wise, there was not much difference in achievement between boys and girls in all three subjects

District wise Achievement in EVS, Mathematics and Language

- Children of Dhule performed better in EVS, Aurangabad in Mathematics and Sindhudurg in Language
- In Gadchiroli, achievement was the lowest in all three subjects



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

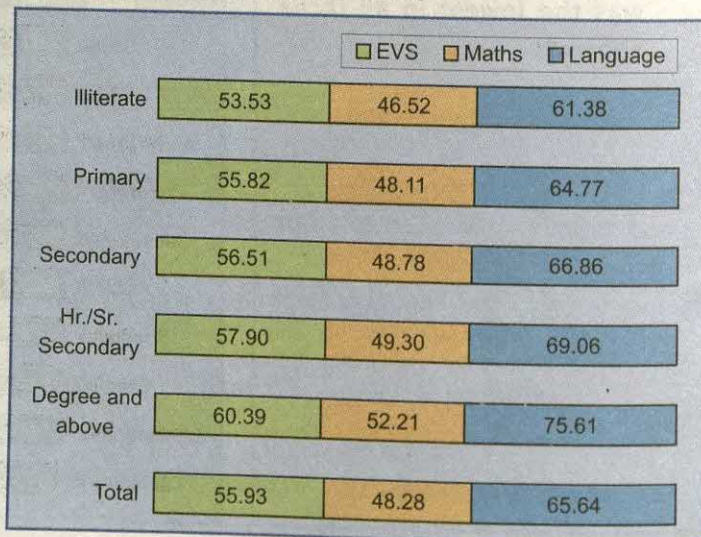


- In all the three subjects, the achievement of students increased by 2% to 4% during MAS from BAS
- In urban area, achievement of children declined during MAS from BAS
- Performance of girls increased significantly (4%) in all three subjects
- Performance of the ST children increased by 4% to 7% in all three subjects

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children whose fathers were degree holder performed 7% better in EVS, 6% better in Mathematics and 14% better in Language than children of illiterate fathers
- Father education had shown positive influence on children achievement in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	53.90	46.74	62.71
Primary	56.28	48.46	65.57
Secondary	57.56	49.80	68.44
Hr./Sr. Secondary	58.47	51.40	71.32
Degree and above	59.90	50.37	77.44
Total	55.93	48.28	65.64

- Achievement in different subjects increased by 4% to 15% when mothers education increased from illiterate to degree and above level
- Mothers educational status had shown positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- Occupation of fathers positively influenced achievement of children
- Children of father's who were farmers performed highest in Mathematics
- Children of father's who were managers performed better in Language

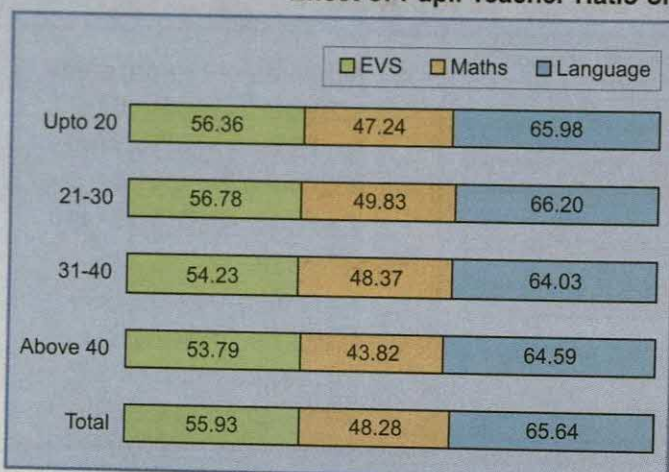
	EVS	Maths	Language
Farmer	57.59	50.50	65.98
Unskilled Labourer	53.92	46.27	63.47
Skilled	57.03	48.35	68.58
Shopkeeper	58.43	49.14	70.45
Manager	58.13	48.73	72.75
Other	48.43	42.18	60.51
Total	55.93	48.28	65.64

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	56.74	48.73	67.72
Farmer	58.01	49.99	65.13
Unskilled Labour	53.54	46.59	61.56
Skilled	55.80	50.06	67.01
Shopekeeper	61.60	54.05	71.20
Manager	70.33	59.33	64.33
Other	53.74	45.21	62.68
Total	55.93	48.28	65.64

- Children of mothers who were manager performed better in EVS and Mathematics
- Children of mothers who were shopkeepers performed quite well

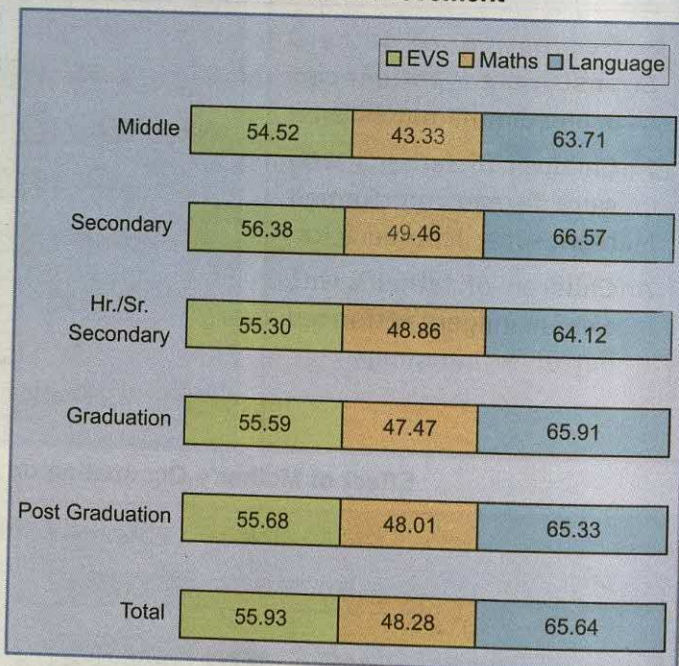
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in all three subjects when the PTR was between 21 and 30

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was better when children were taught by teachers of secondary level educational qualification



Other Trends

- Academic help from family members had shown significant effect on achievement of children in all three subjects
- Younger children scored significantly better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks
- Children from BPL families scored significantly poor in all three subjects

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	43.50	-	32.275	-	46.15	-
Infrastructure Index	0.206	0.03	0.164	0.02	0.250	0.02
Instructional Facility Index	1.395*	0.08	1.421*	0.08	0.748	0.06
Auxiliary Facility Index	1.389*	0.08	1.646*	0.09	1.664*	0.08
Human Resource Index	4.877*	0.11	2.656*	0.11	1.923*	0.09
Community Participation Index	5.689**	0.13	7.222**	0.18*	0.952	0.05
Inspection of Schools	3.084*	0.09	3.311*	0.11	4.739*	0.12
R^2	0.048		0.048		0.053	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 4.8% each in EVS and Mathematics and 5.3% in Language
- Inspection of schools, community participation, ancillary and instructional facilities in schools and more number of teachers had significant impact on EVS and Mathematics achievement
- Ancillary facilities, inspection of schools and more number of teachers had maximum impact on Language achievement

Teacher Characteristics

Teacher related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.182	-	46.79	-	64.18	-
Teacher Efficiency Index	0.506	0.03	0.629	0.05	0.553	0.05
Teacher Professionalism Index	5.247**	0.12	5.073**	0.13	4.452**	0.12
R^2	0.023		0.018		0.024	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 2.3% in EVS, 1.8% in Mathematics and 2.4% in Language achievement
- Teacher professionalism (maintaining teacher's diary, giving homework to children) contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	56.15	-	48.49	-	65.93	-
Socio-economic Index	2.092**	0.11**	1.419**	0.09*	4.183**	0.11**
Supplementary Helping Index	3.529**	0.14**	3.100**	0.13**	5.603**	0.13**
Student Attendance	0.122	0.02	0.258	0.03	0.256	0.02
Distance from Home to School	-0.256	-0.03	0.111	0.02	-0.325	0.03
R^2	0.03		0.026		0.066	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 3% in EVS, 2.6% in Mathematics and 6.6% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal

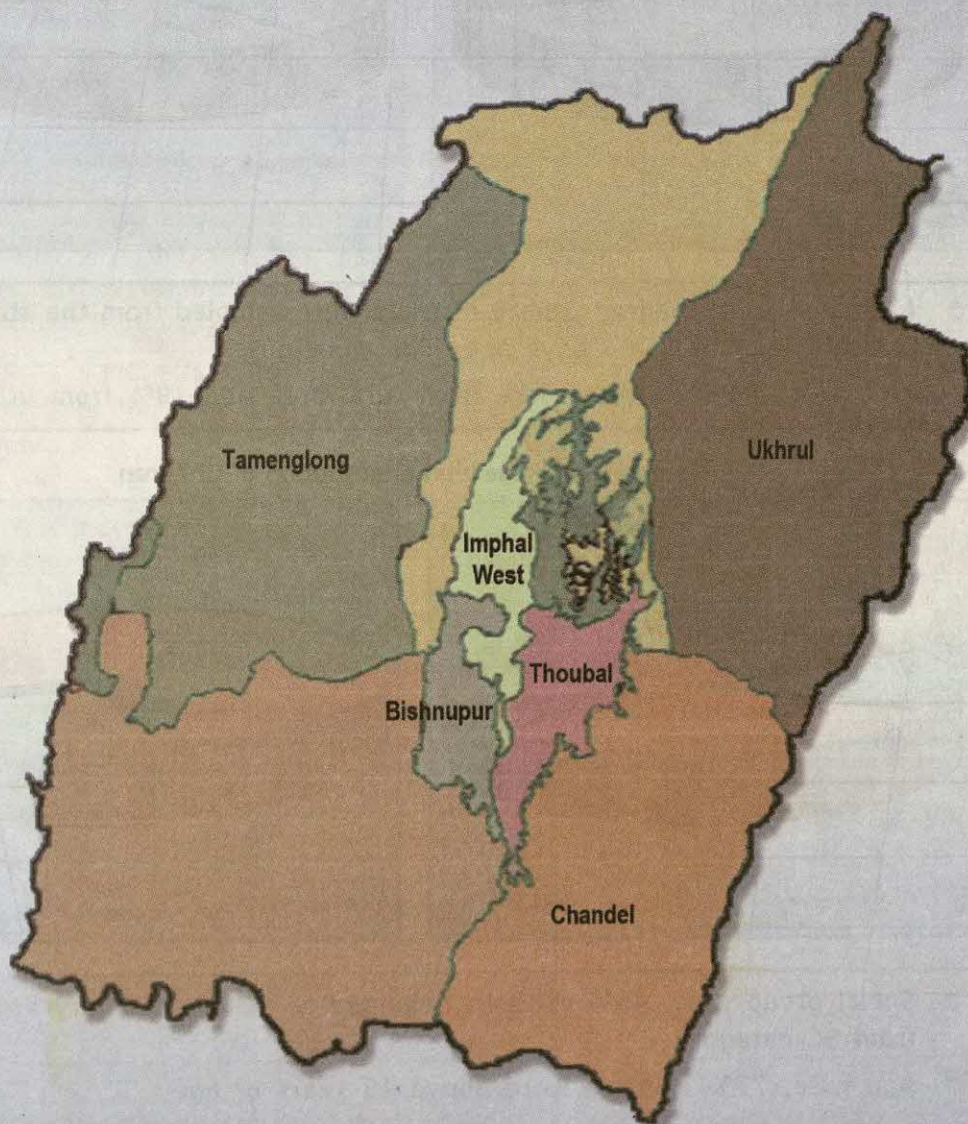
TEST CHARACTERISTICS

- About 38% items in EVS, 55% items in Mathematics and 18% items in Language were either difficult or very difficult
- Nearly 90% - 92% items had good discriminative power in EVS, Mathematics and Language
- All three tests had good reliability coefficient ranging from 0.76 to 0.86

OTHER TRENDS

- About 26% to 43% children scored less than 40% marks in EVS and Mathematics as compared to 11% in Language
- About 10% children in EVS, 62% in Mathematics and 21% in Language, scored more than 80% marks
- In Mathematics, children performed better in fundamental operations and average
- In Language, children performed very well in spelling and vocabulary
- In descriptive questions of Language, 13% children scored 10 out of 10 and 25% children scored zero

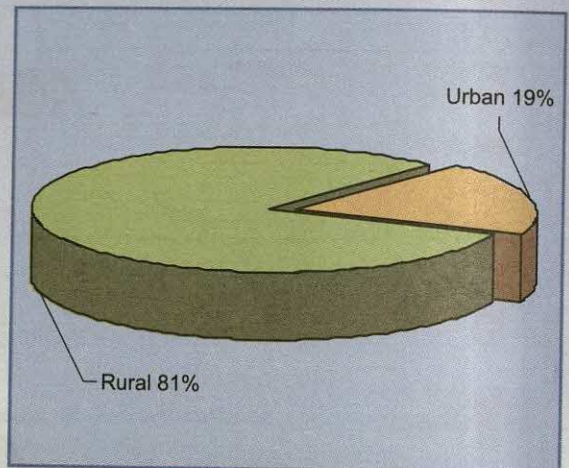
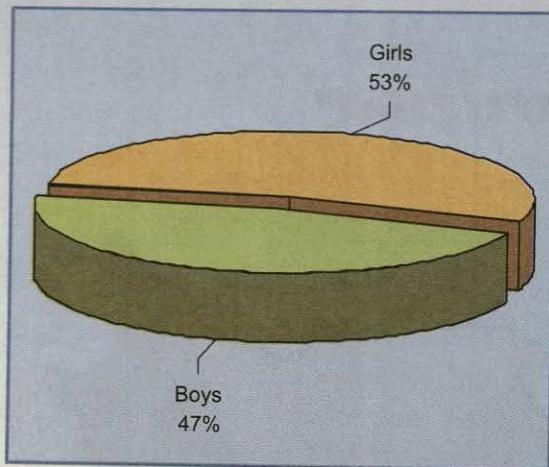
Manipur



PROFILES

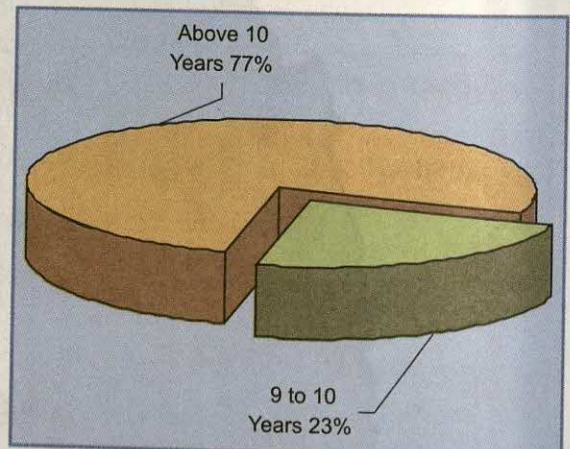
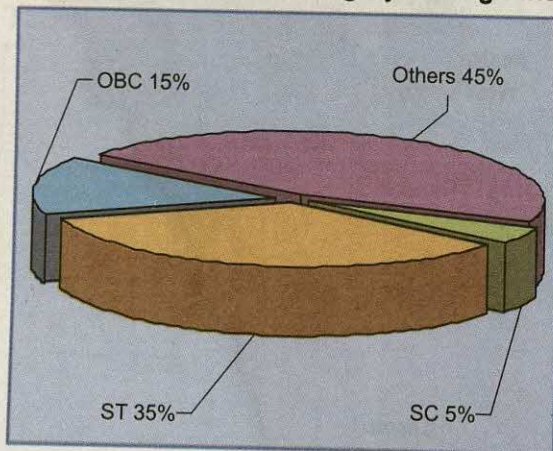
PUPIL

Gender and Area wise Distribution of Children



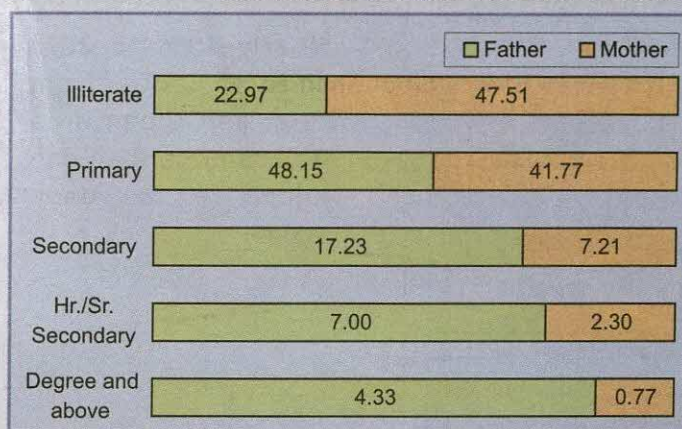
- A total of 1568 children from 6 districts were sampled from the state. Within the sample, 47% were boys and 53% were girls
- Area wise, 81% children were from rural area and 19% from urban area

Category and Age wise Distribution of Children



- Social group wise, 45% children belonged to Others category and only 5% from SC category
- Age wise, 77% children were above 10 years of age

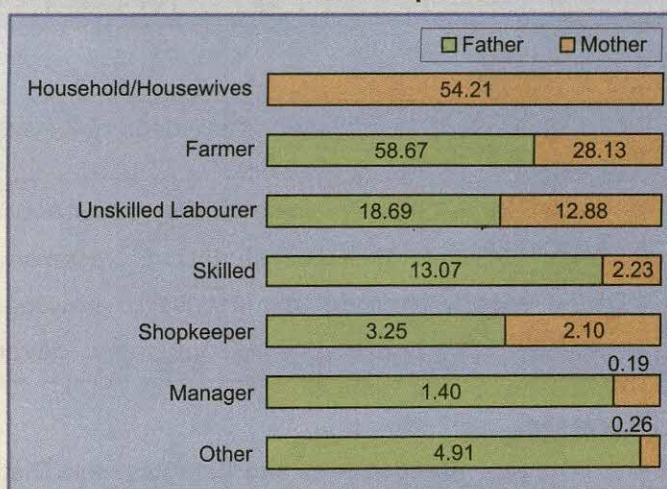
Distribution of Students on the Basis of Parents' Education



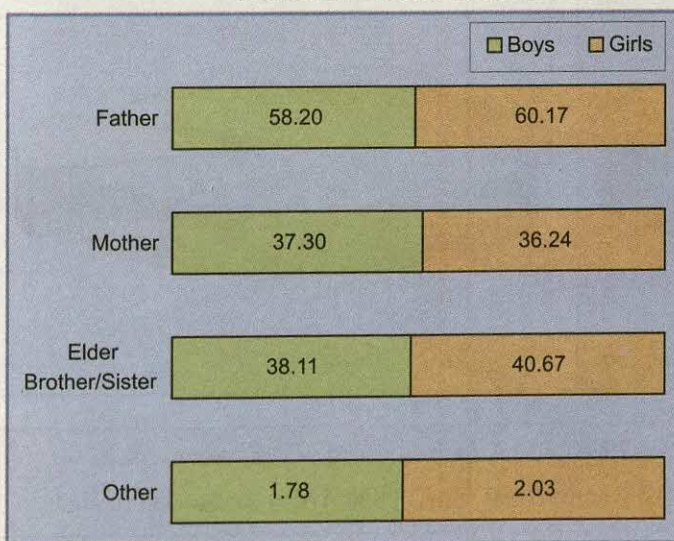
- Regarding educational status, 48% mothers were illiterate as against 23% fathers
- About 4% fathers studied up to degree and above level and for mothers it was only 0.8%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (77%) were either farmers or unskilled labourer
- Majority of mothers (82%) were either housewives or farmers
- Only 1.4% fathers and 0.2% mothers were manager

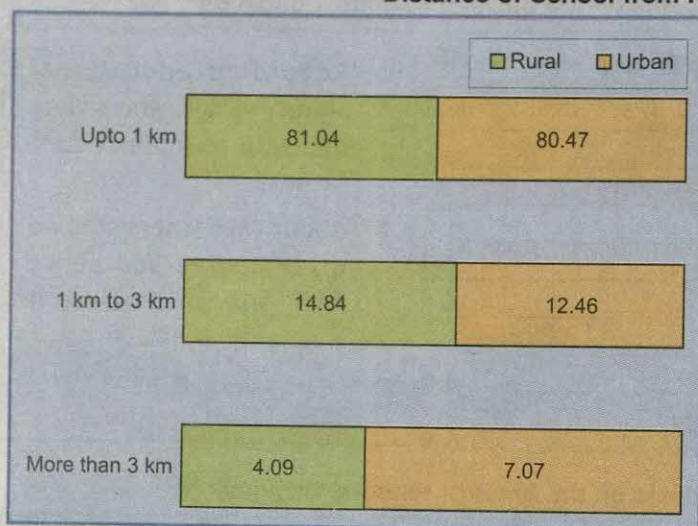


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and it was followed by elder peers and mothers

Distance of School from Home



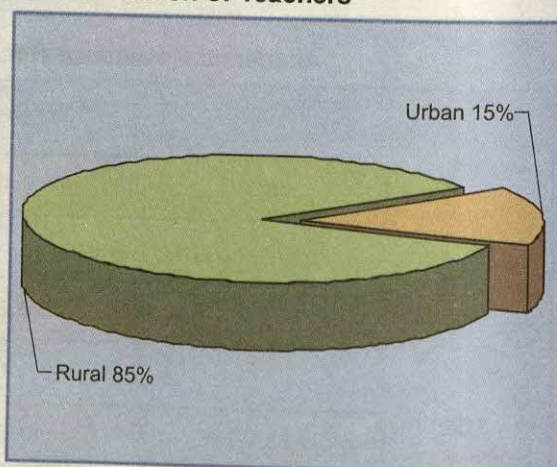
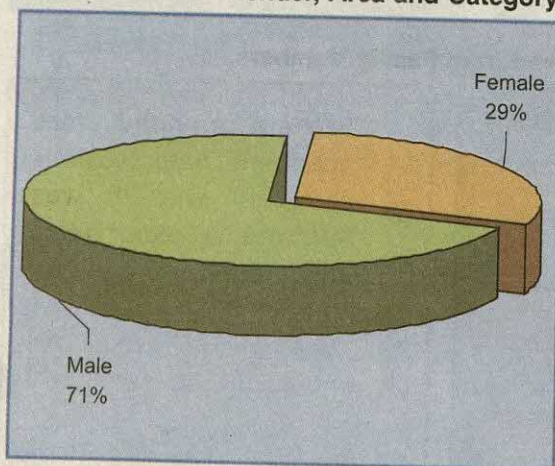
- Nearly 19% to 20% children both from rural and urban area walked more than one kilometre to reach school

Other Trends

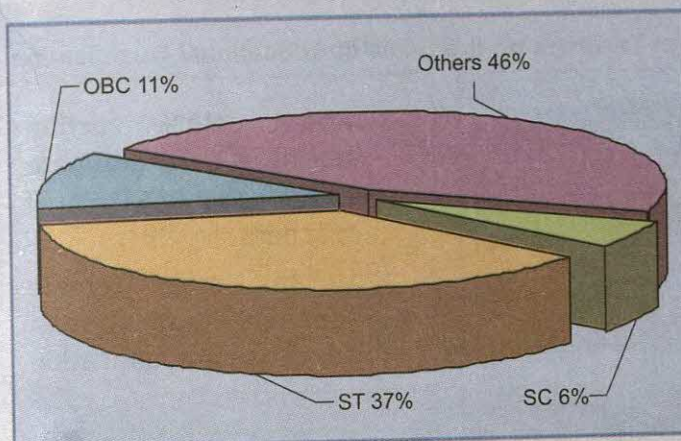
- In case of 59% children, the medium of instruction in school and language spoken at home was same
- About 28% children were taking private tuition
- Nearly 7% children revealed that classwork was checked by teachers
- Nearly 44% children had access to newspapers, magazines and storybooks
- About 42% children were from below poverty line families

TEACHERS

Gender, Area and Category wise Distribution of Teachers



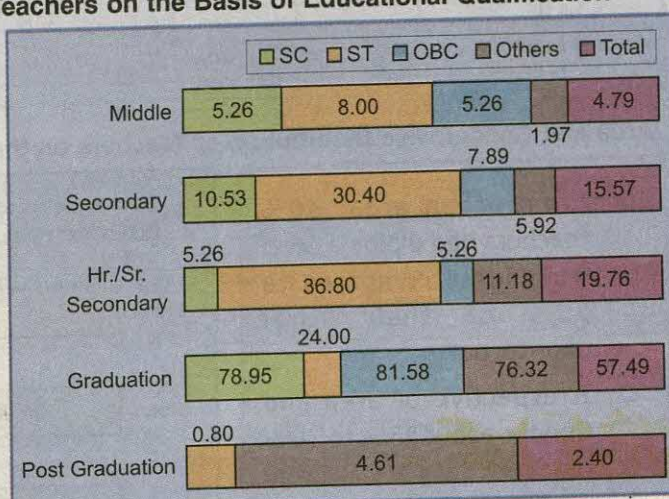
- Out of 334 sampled teachers, 29% were female and 71% were male
- Area wise, 85% teachers were from rural and 15% from urban schools



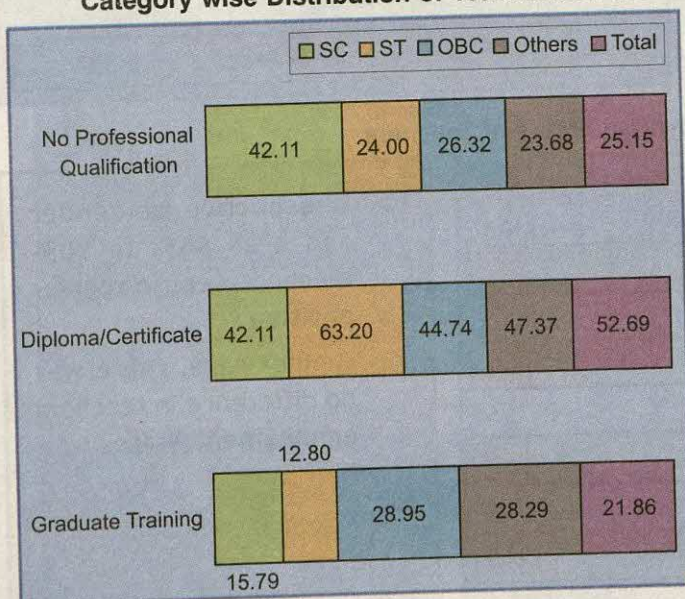
- Category wise, maximum teachers were from Others category (46%) followed by ST (37%), OBC (11%) and 6% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From SC, OBC and Others categories, maximum number of teacher were graduate level
- Nearly 37% ST category teachers had higher secondary level education
- Teachers from Others category were better educated

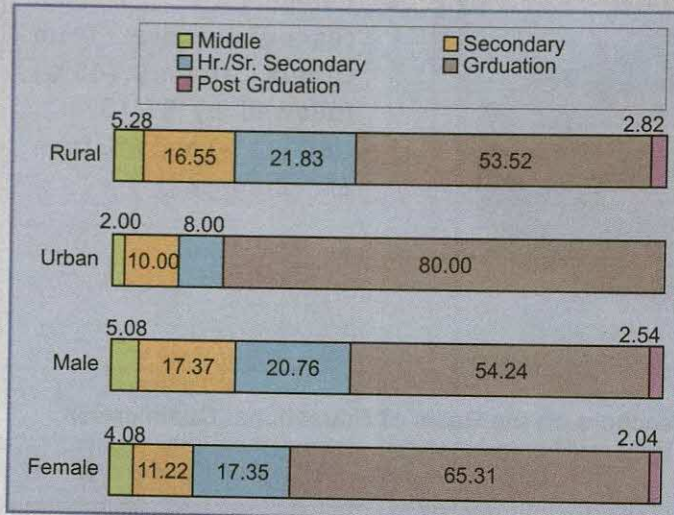


Category wise Distribution of Teachers on the Basis Professional Qualification



- Nearly 42% to 63% teachers from all categories had diploma level training
- About 28% to 29% teachers from OBC and Others categories had graduate level training
- About 25% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



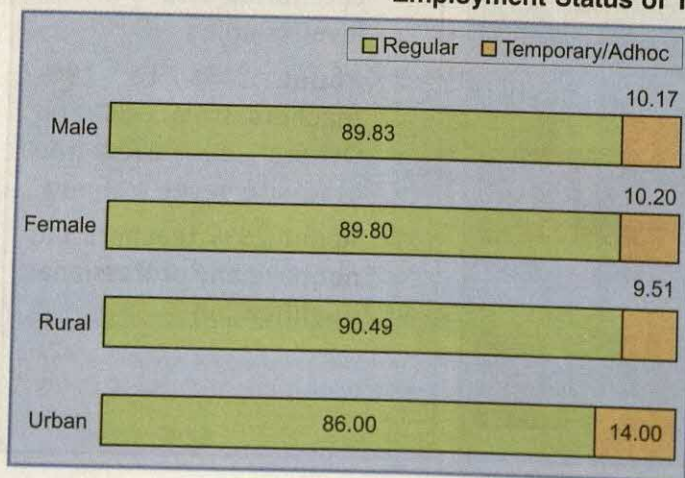
- About 80% urban teachers were graduate as compared to 54% rural teachers
- Urban and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 40% teachers had diploma level training as compared to 55% of their rural counterparts
- Irrespective of area and Gender about 23% to 36% teachers did not have any professional qualification

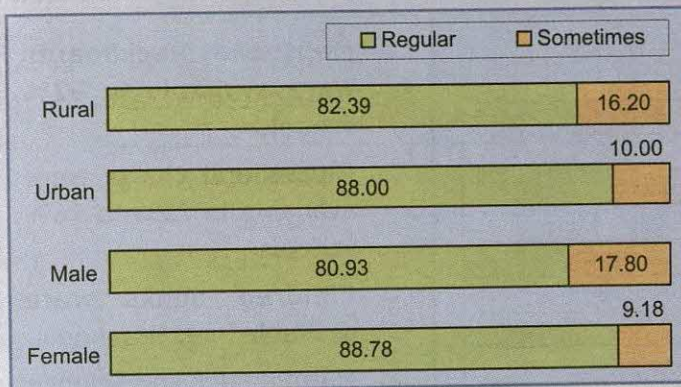


Employment Status of Teachers



- Irrespective of gender and area 86% to 90% teachers were in regular position
- Gender wise, there was no difference in teachers employment status

Distribution of Teachers on the Basis of Giving Homework



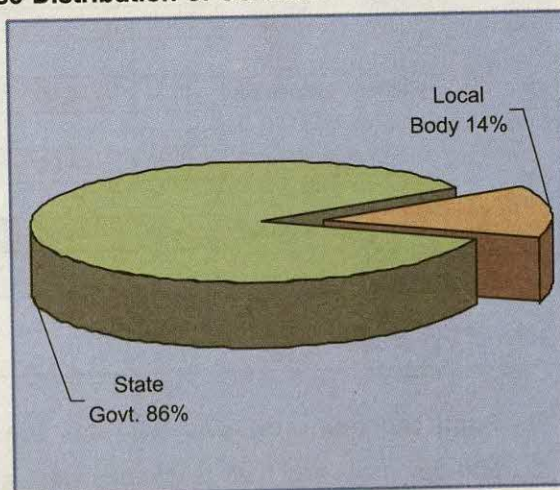
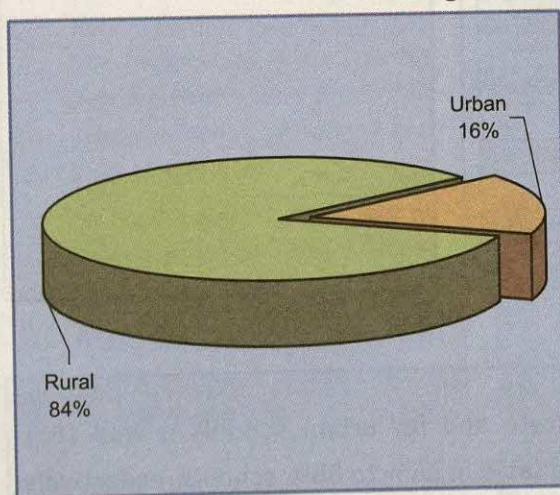
- Between 81% to 89% teachers revealed that they were giving homework to children regularly
- Female and urban teachers were more regular in giving homework

Other Trends

- Average teaching experience of teachers was 15 years
- Maximum (29%) training programmes were conducted in Block Resource Centres and only 2% were conducted by each Teacher Resource Centres and school complexes
- Teachers diary was being maintained by 74% teachers
- Nearly 33% to 37% teachers studied Social Science, Mathematics and Language up to graduate level

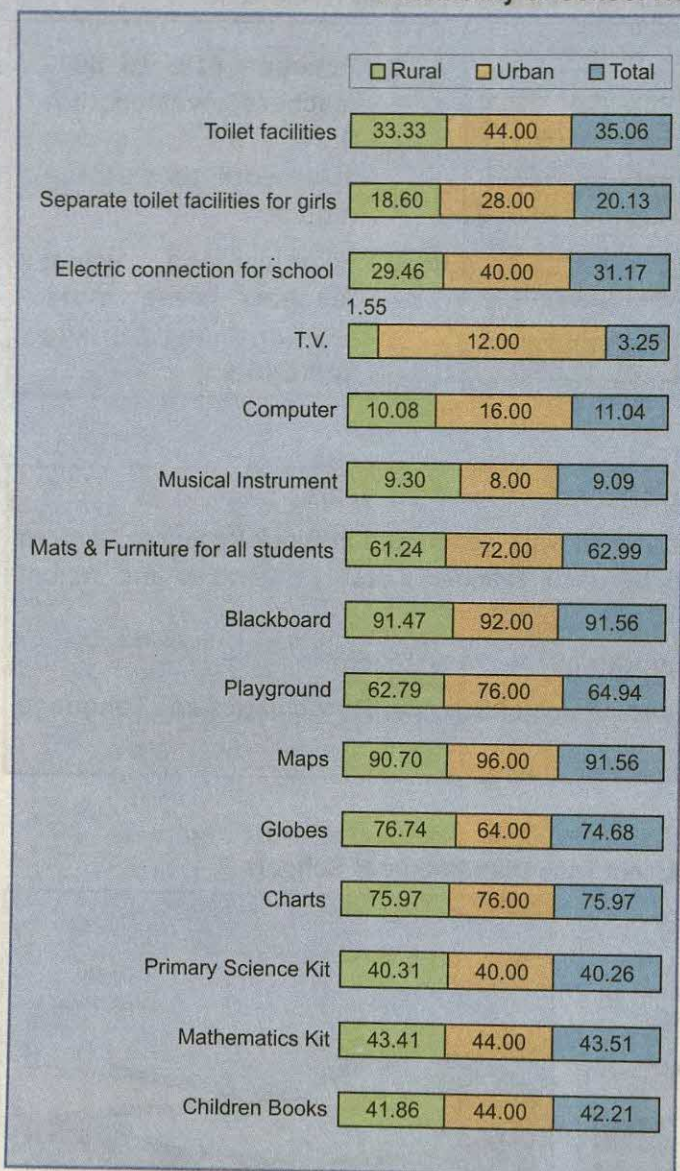
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 154 sampled schools, 84% were from rural area and 16% from urban area
- Management wise, 86% schools were managed by state government and remaining 14% schools by local bodies

Availability of School Resources



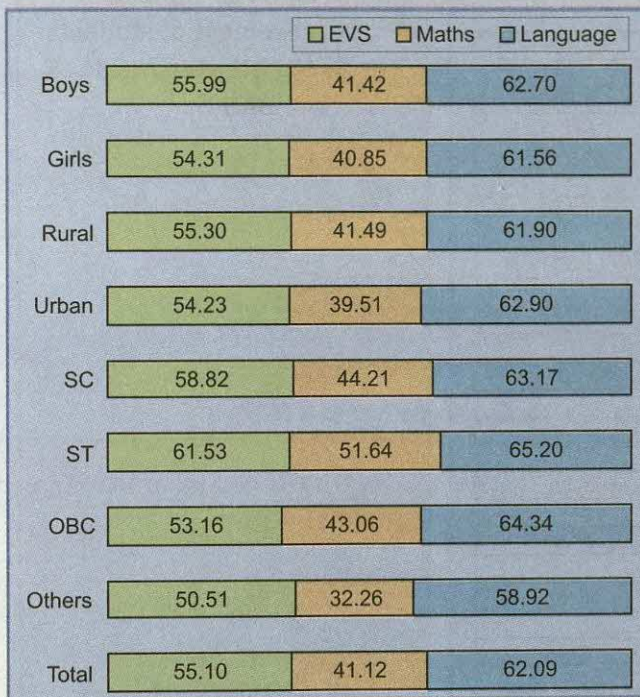
- Maps and blackboards were available in 92% schools
- Globes and charts were available in 75% to 76% schools
- Children books were available in 42% schools.
- Mathematics and Science kits were available in 44% and 40% schools respectively
- Television was available in 3% schools and computers were found in 11% schools
- Separate toilet facility for girls was in 20% schools

Other Trends

- Pupil teacher ratio was 14:1 for the state and for urban schools it was 16:1
- Mid day meal and free textbooks were available in 86% to 88% schools respectively
- Free uniform was available in only 8% schools
- Average number of working days was 204 days with 6 periods a day
- Parent teacher associations were existing in 68% schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

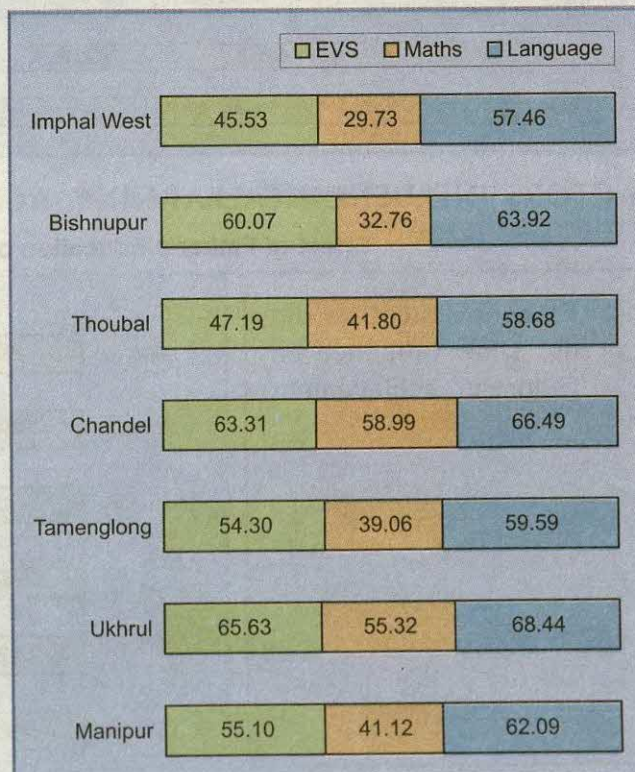
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



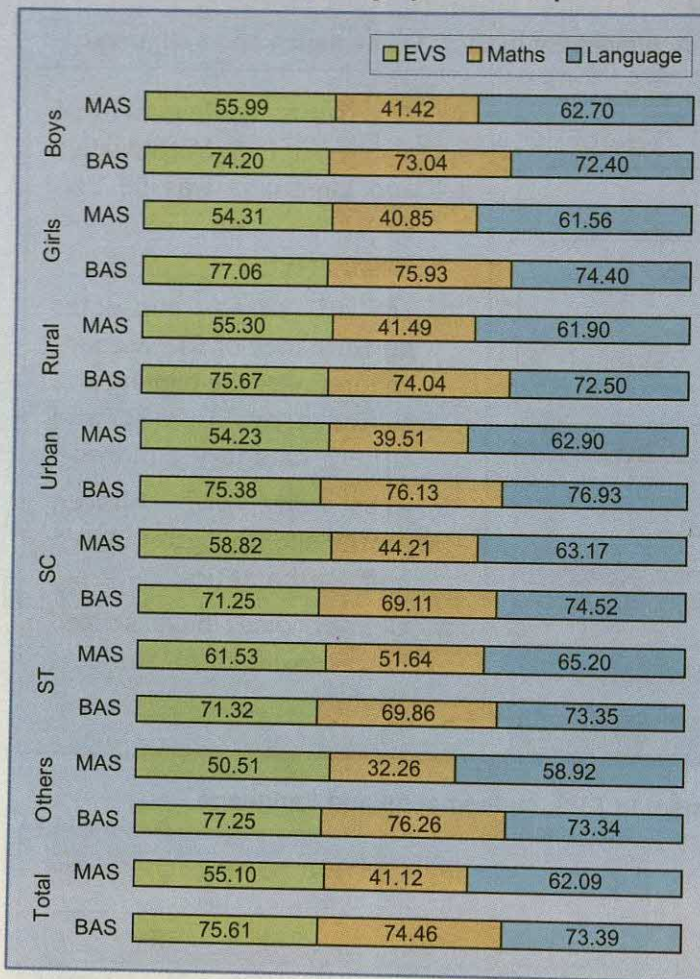
- The overall achievement of children in EVS, Mathematics and Language was 55.1%, 41.12% and 62.09% respectively
- In all three subjects, performance of ST category children was the highest and followed by SC, OBC and Others category children
- Area wise, rural children scored slightly better in EVS and Mathematics
- Gender wise, boys scored better in all three subjects slightly

District wise Achievement in EVS, Mathematics and Language

- In EVS and Language, the achievement in Ukhrul was the highest and the lowest achievement was found in Imphal West in all three subjects
- In Mathematics, children of Chandel showed the highest achievement
- Children from Imphal West and Bishnupur scored poor in Mathematics



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

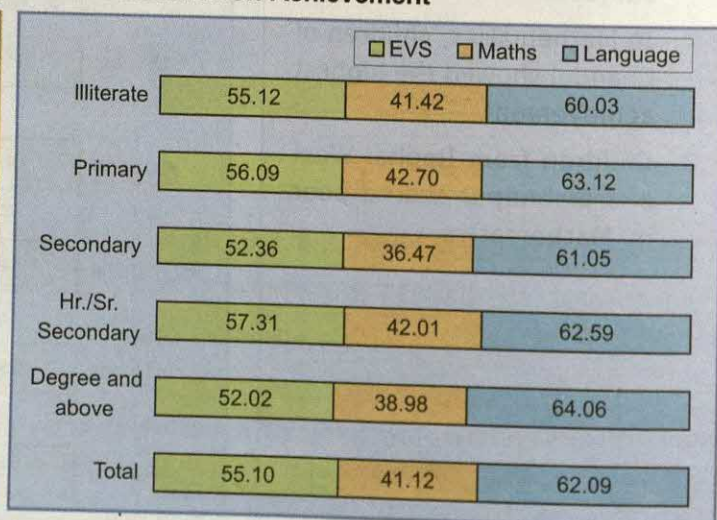


➤ In all three subjects, the achievement of students declined during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

➤ Fathers education did not show influence on childrens' achievement



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	54.52	40.54	61.46
Primary	56.35	42.72	62.91
Secondary	49.39	34.73	59.13
Hr./Sr. Secondary	57.58	44.42	67.22
Degree and above	67.58	42.67	69.83
Total	55.10	41.12	62.09

⇒ Children from degree and above educated mothers scored better in EVS and Language

Effect of Father's Occupation on Achievement

⇒ Fathers occupation had shown no influence on childrens achievement

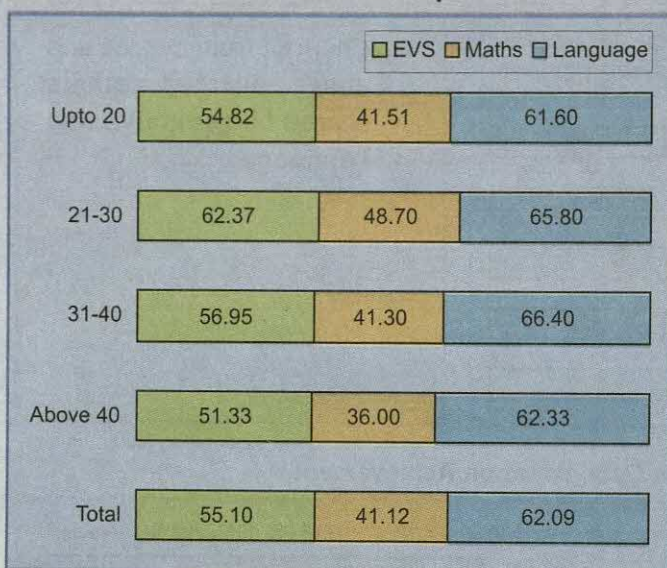
	EVS	Maths	Language
Farmer	57.20	42.91	63.41
Unskilled Labourer	50.99	37.34	58.43
Skilled	48.92	36.71	60.41
Shopkeeper	57.20	41.16	63.53
Manager	53.68	43.64	65.32
Other	61.00	45.16	62.81
Total	55.10	41.12	62.09

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	54.74	40.10	62.84
Farmer	59.17	45.91	62.58
Unskilled Labourer	49.81	35.22	58.39
Skilled	44.94	37.51	59.09
Shopkeeper	53.42	42.76	63.73
Manager	52.00	52.00	69.33
Other	53.25	36.75	43.75
Total	55.10	41.12	62.09

⇒ Children of mothers who were manager performed better in Mathematics and Language

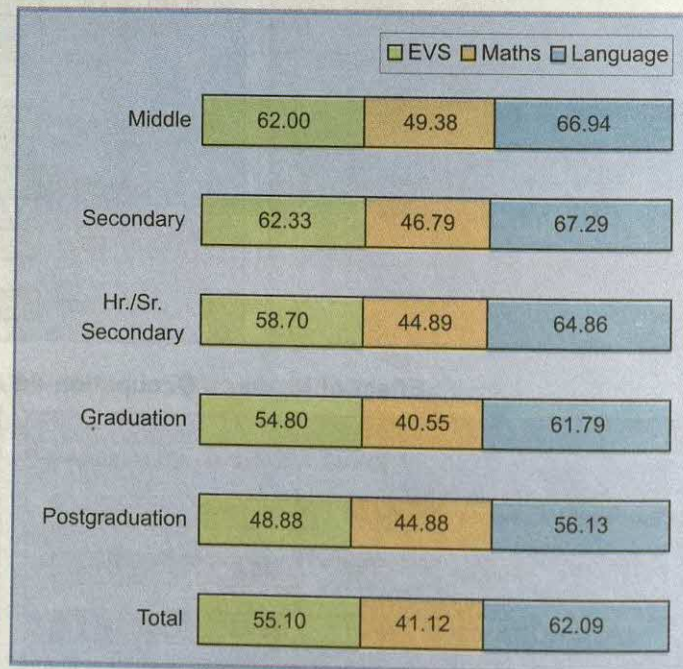
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Mathematics when the PTR was between 21 and 30

Effect of Teachers Educational Qualification on Achievement

- Achievement in EVS and Language was better when teachers of secondary education background taught the children



Other Trends

- Private tuition had not shown any impact on achievement of children
- Academic help from family members did not show any effect on achievement of children
- Older children (above 10 years) did slightly better in EVS and Language

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.85	-	24.67	-	53.40	-
Infrastructure Index	0.158	0.02	0.400	0.03	0.759	0.05
Instructional Facility Index	0.822	0.06	2.226**	0.09	1.301*	0.06
Auxiliary Facility Index	0.640	0.04	0.430	0.04	0.798	0.04
Human Resource Index	3.939**	0.10	6.292**	0.14*	3.993**	0.09
Community Participation Index	2.833**	0.08	3.918**	0.10	2.157*	0.08
Inspection of Schools	0.986	0.05	2.672**	0.09	3.735**	0.10
R^2	0.045		0.082		0.059	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 4.5% in EVS, 8.2% in Mathematics and 5.9% in Language
- Community participation and more number of teachers had significant impact on EVS achievement
- Inspection of schools, community participation, instructional facilities at schools and more number of teachers had significant influence on Mathematics and Language achievement

Teacher Characteristics

Teacher related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	55.50	-	43.18	-	59.16	-
Teacher Efficiency Index	0.723	0.05	0.510	0.05	0.359	0.04
Teacher Professionalism Index	0.298	0.03	2.422*	0.09	0.963	0.05
R^2	0.013		0.018		0.018	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 1.3% in EVS, 1.8% each in Mathematics and Language achievement
- Teacher professionalism (maintaining teachers dairy, checking homework etc.) contributed significantly on Mathematics achievement

Students Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.80	-	40.75	-	60.18	-
Socio-economic Index	2.328*	0.09*	0.707	0.03	2.968**	0.01*
Supplementary Helping Index	1.248	0.05	2.076*	0.09*	1.014	0.05
Student Attendance	0.11	0.02	0.334	0.02	0.534	0.04
Distance from Home to School	-0.537	-0.03	-0.043	-0.01	-0.113	-0.01
R^2	0.01		0.011		0.018	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 1 in EVS, 1.1 in Mathematics and 1.8 in Language achievement
- Socio-economic status of children contributed significantly on EVS and Language achievement
- Supplementary help in academic activities from family members contributed significantly on Mathematics achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in profit & loss, measurement, percentage and geometry
- In Language, children performed reasonable well in all competencies

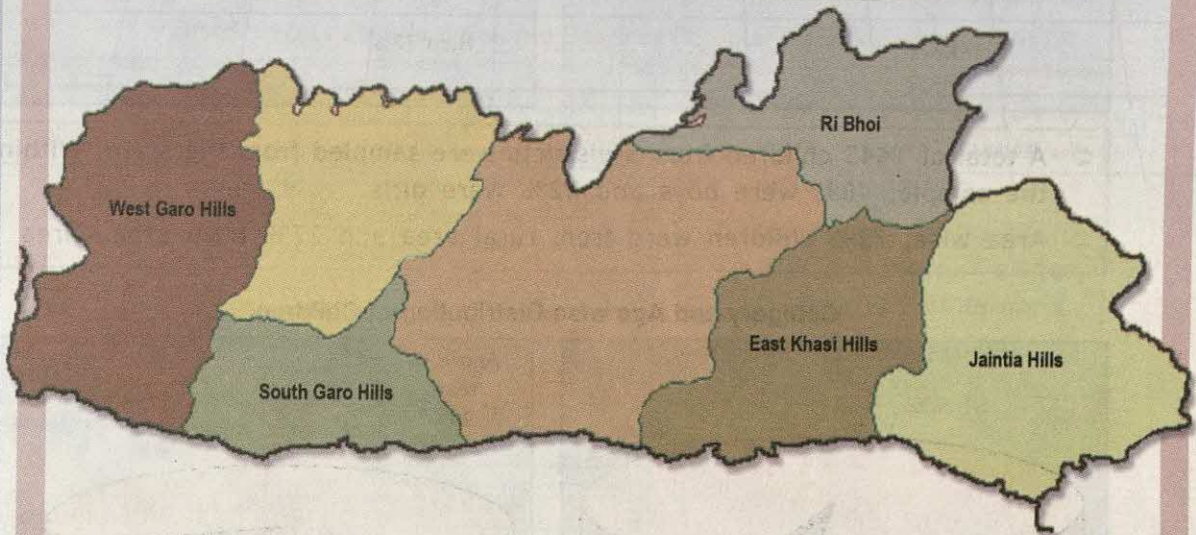
TEST CHARACTERISTICS

- About 35% items in EVS, 77% items in Mathematics and 27% items in Language were difficult
- Nearly 90% - 93% items had good discriminative power in EVS and Mathematics, but in case of Language test it was 70%
- All three tests had good reliability coefficient ranging from 0.73 to 0.87

OTHER TRENDS

- About 30% children in EVS, 64% children in Mathematics and 11% children in Language scored less than 40% marks
- About 9% children in EVS, 4% children in Mathematics and 11% children in Language scored more than 80% marks
- In descriptive questions of Language, 7% children scored 10 out of 10 and 36% children scored zero
- In Mathematics, children performed comparatively better in HCF/LCM and average
- In Language, children performed better in spelling and comprehension of instructions

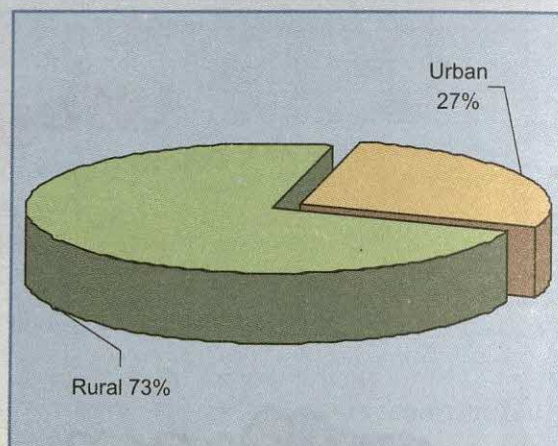
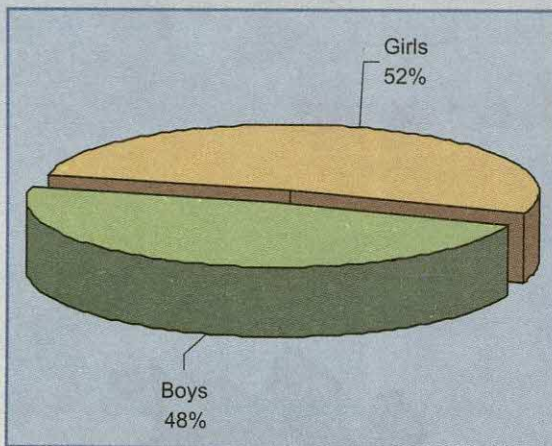
Meghalaya



PROFILES

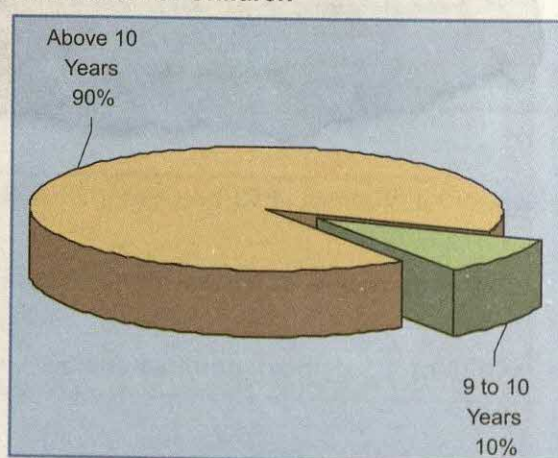
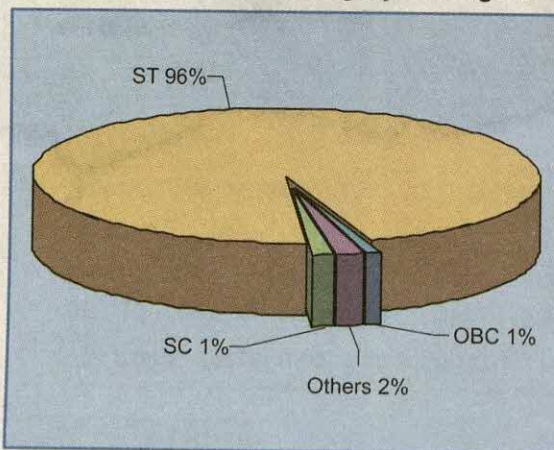
PUPIL

Gender and Area wise Distribution of Children



- A total of 1445 children from 5 districts were sampled from the state. Within the sample, 48% were boys and 52% were girls
- Area wise, 73% children were from rural area and 27% from urban area

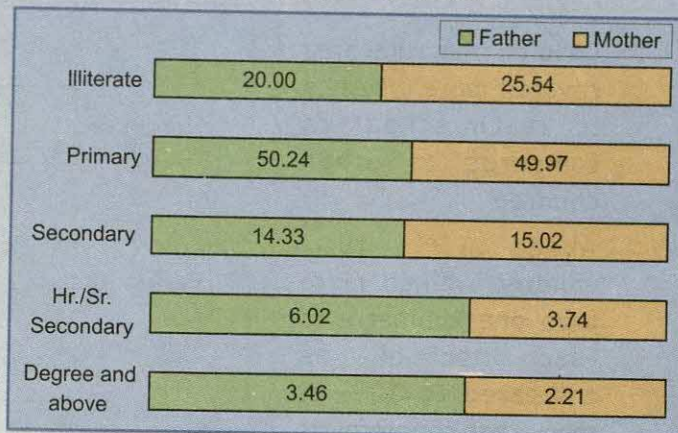
Category and Age wise Distribution of Children



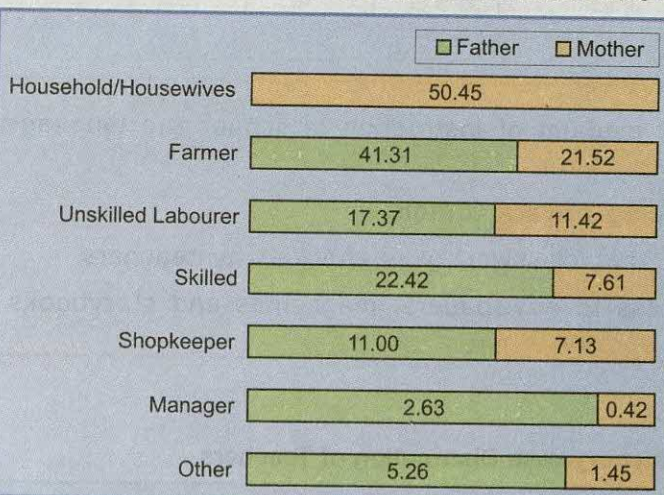
- Social group wise, 96% children belonged to ST category and only 4% from Others, SC and OBC categories
- Age wise, 90% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 26% mothers were illiterate as against 20% of fathers
- Only 3.5% fathers studied up to degree and above level and for mothers it was only 2.2%



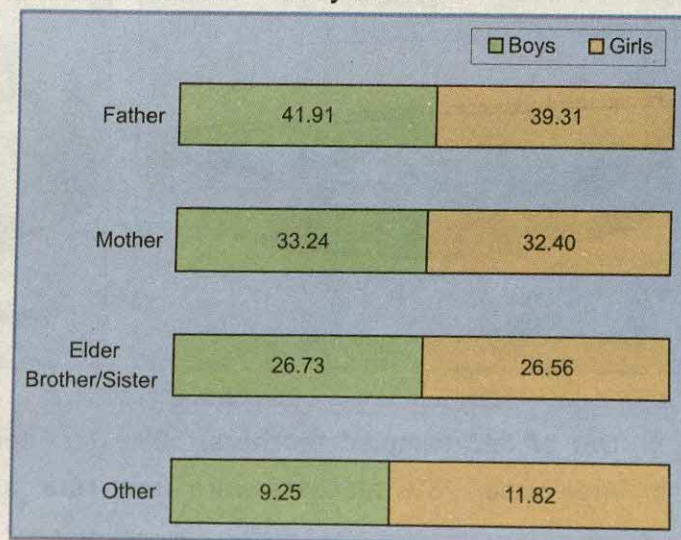
Distribution of Students on the Basis of Parents' Occupation



- Majority of fathers (64%) were either farmers or skilled labourer
- Majority of mothers (72%) were either housewives or farmers
- Only 2.6% fathers and 0.4% mothers were manager

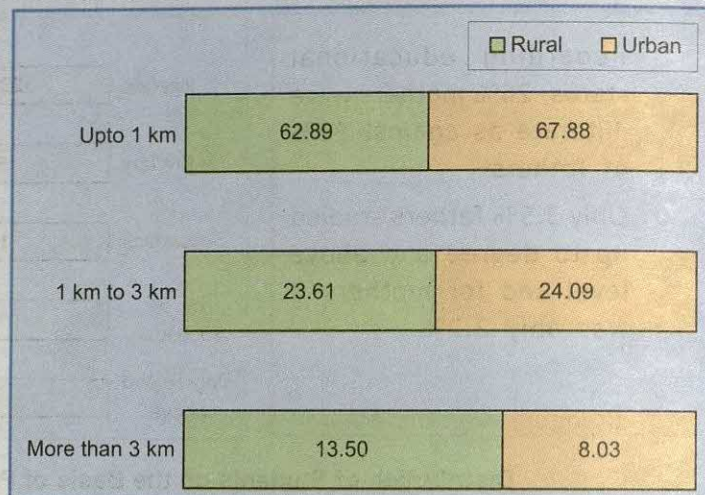
Academic Assistance Received from Family Members

- Fathers provided more academic help to their children and it was followed by mothers and elder peers
- Boys were getting more help from family members than girls



Distance of School from Home

- Children from rural area covered more distance to reach school as compared to urban children
- About 37% rural children walked more than one kilometre to reach school as compared to 32% of their urban counterparts

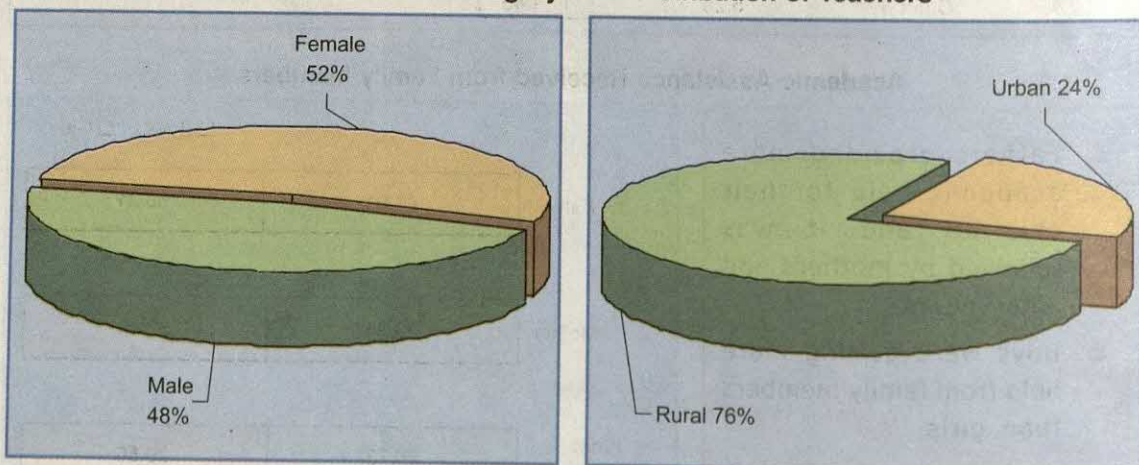


Other Trends

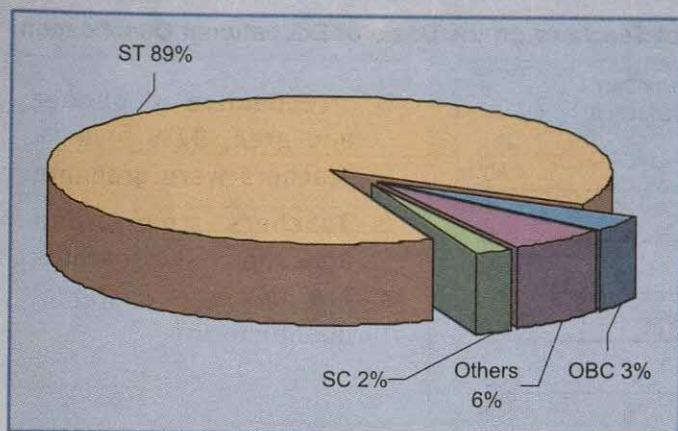
- In case of 24% children, the medium of instruction in school and language spoken at home was same
- About 17% children were taking private tuition
- Nearly 3% children revealed that classwork was checked by teachers
- About 67% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



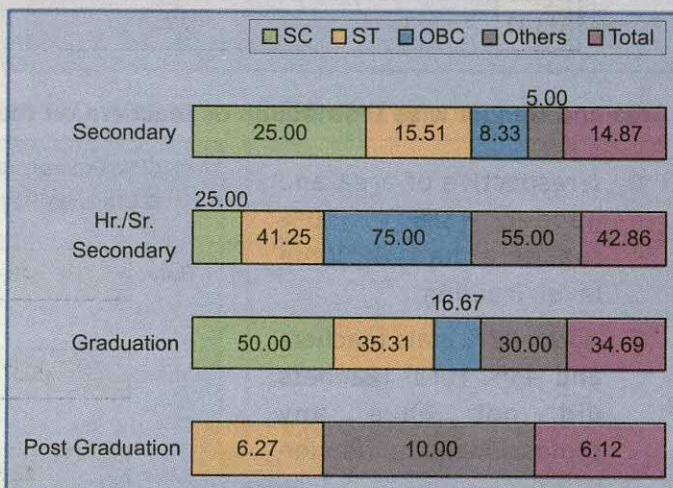
- Out of 343 sampled teachers, 52% were female and 48% were male
- Area wise, 76% teachers were from rural and 24% from urban schools



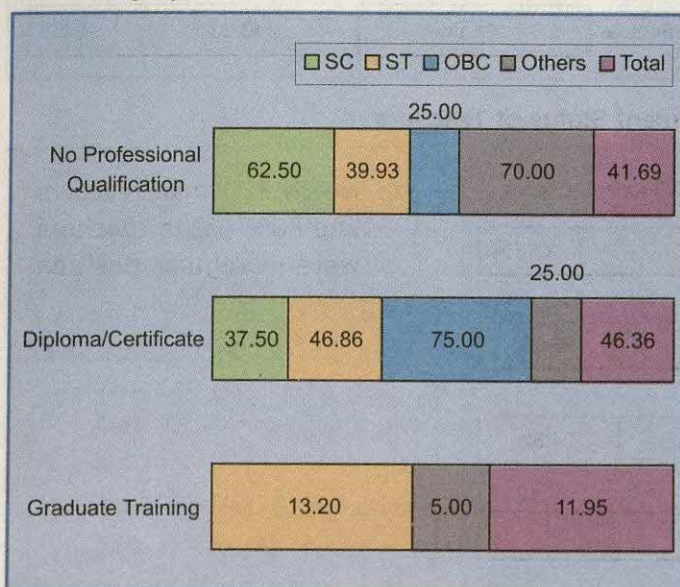
- Category wise, maximum teachers were from ST category (89%) followed by Others (6%), OBC (3%) and 2% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Maximum number of teachers studied up to higher secondary level from each category except SC category
- Teacher from SC category were better educated and the trend was followed by Others category

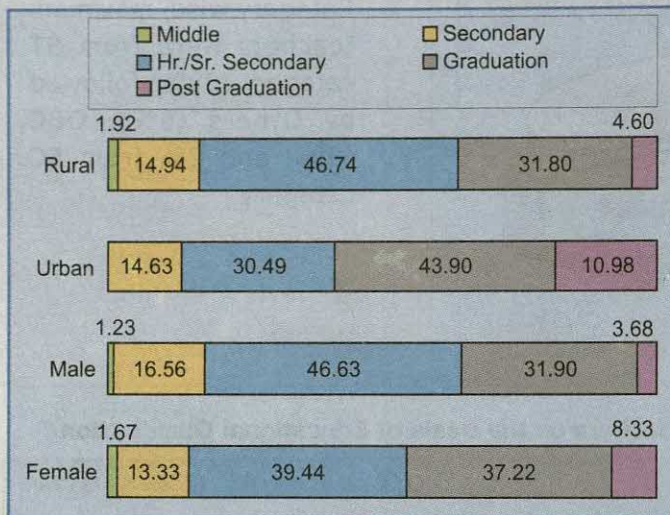


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from ST and OBC categories had certificate or diploma in elementary education
- About 42% of teachers did not have any professional qualification however, for Others category teachers it was 70%

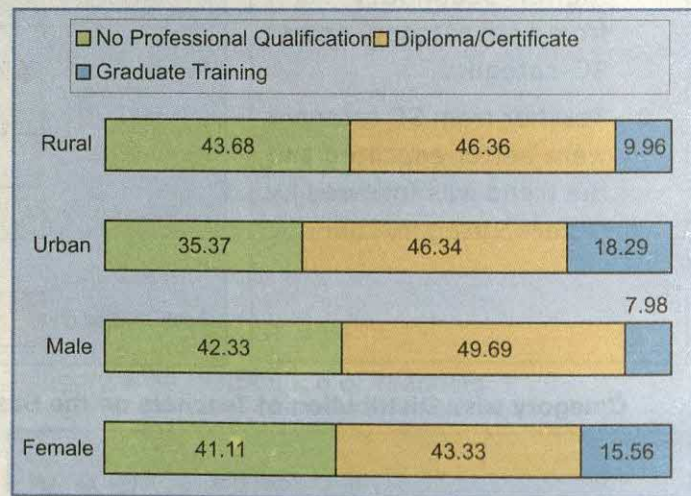
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



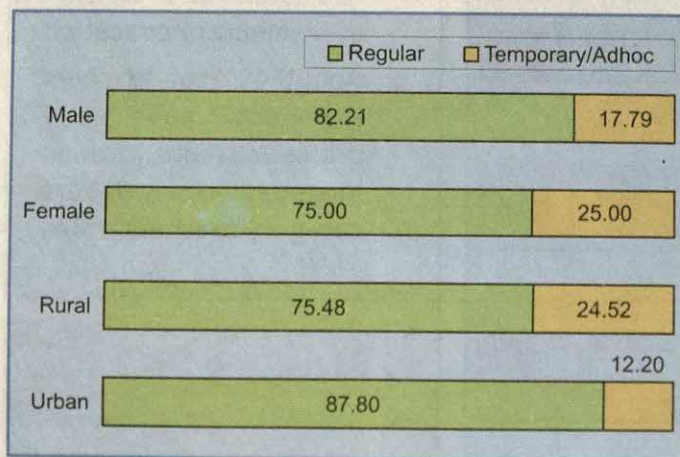
- Irrespective of gender and area, 32% to 44% teachers were graduate
- Teachers from urban area and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of area and gender, 43% to 50% teachers had diploma level training
- About 42% male teachers and 44% rural teachers did not have any professional qualification

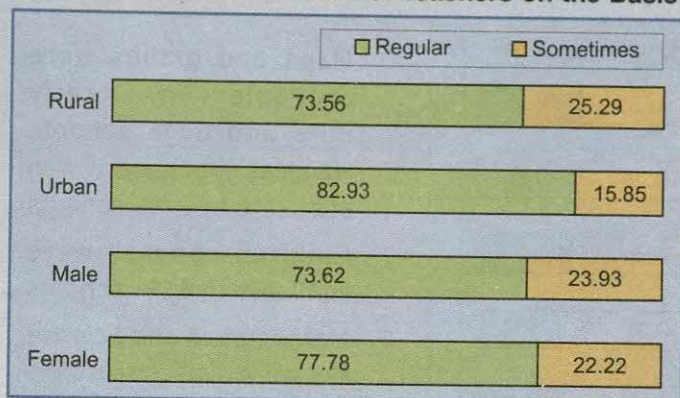


Employment Status of Teachers



- Nearly 82% male teachers and 88% urban teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



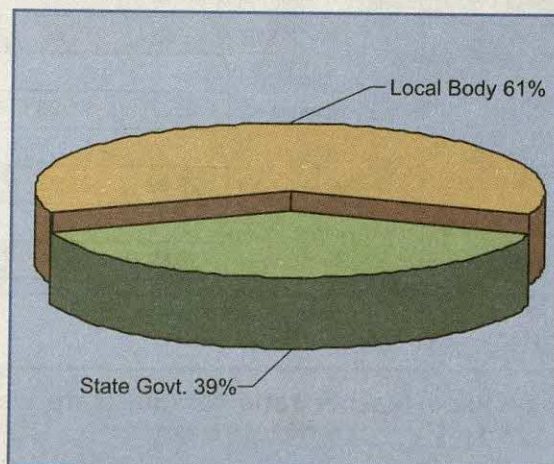
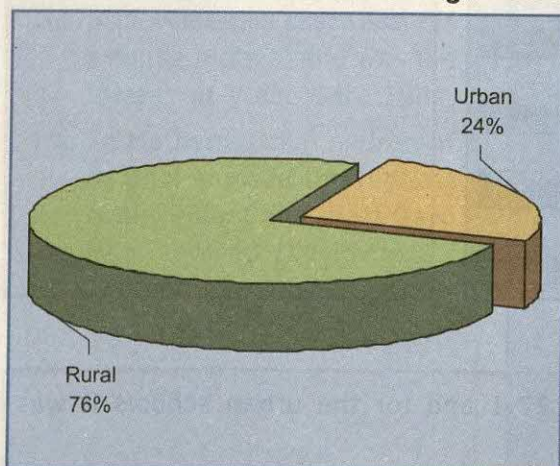
- Urban teachers were more regular in giving homework
- Male and rural teachers were equally regular in assigning homework

Other Trends

- Average teaching experience of teachers was 9 years
- Maximum (44%) training programmes were conducted in DIET and only 2% in school complex
- Teachers diary was being maintained by 50% teachers
- About 45% to 46% teachers studied Mathematics and Social Science up to secondary level and for Language it was 32%

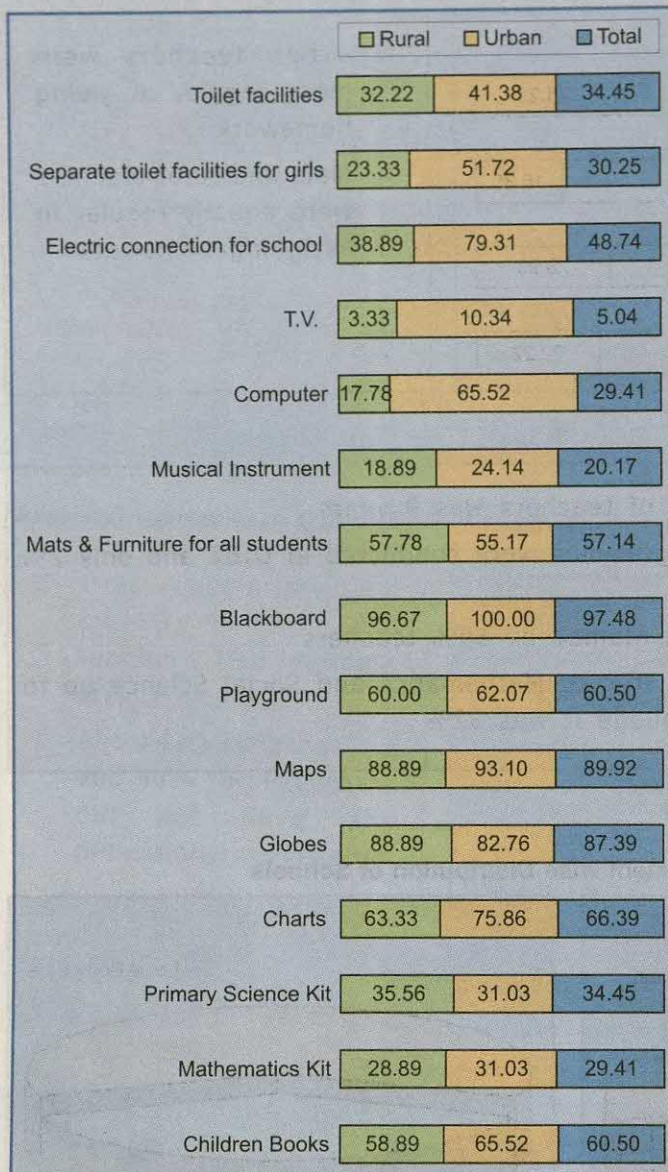
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 119 sampled schools, 76% were from rural area and 24% from urban area
- Management wise, 61% schools were managed by local body and remaining 39% by state government

Availability of School Resources



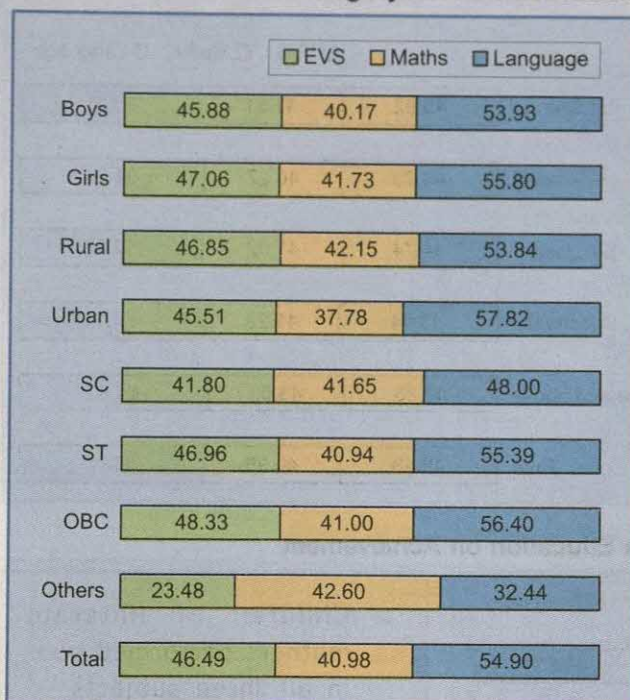
- Maps and globes were available in nearly 90% and 87% schools whereas blackboard was available in 97% schools
- Children books were available in 61% schools
- Mathematics and Science kits were available in 29% and 34% schools respectively
- Television was available in 5% schools and computers were found in 29% schools
- Separate toilet facility for girls was in 30% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio for the state was 22:1 and for the urban schools it was 31:1
- Average number of working days was 193 days with 7 periods a day
- Parent teacher associations were existing in 29% schools and VEC/AEC/SMC were in 92% schools
- Workbooks and teacher handbooks were available in 61% and 65% schools respectively

LEARNING ACHIEVEMENT

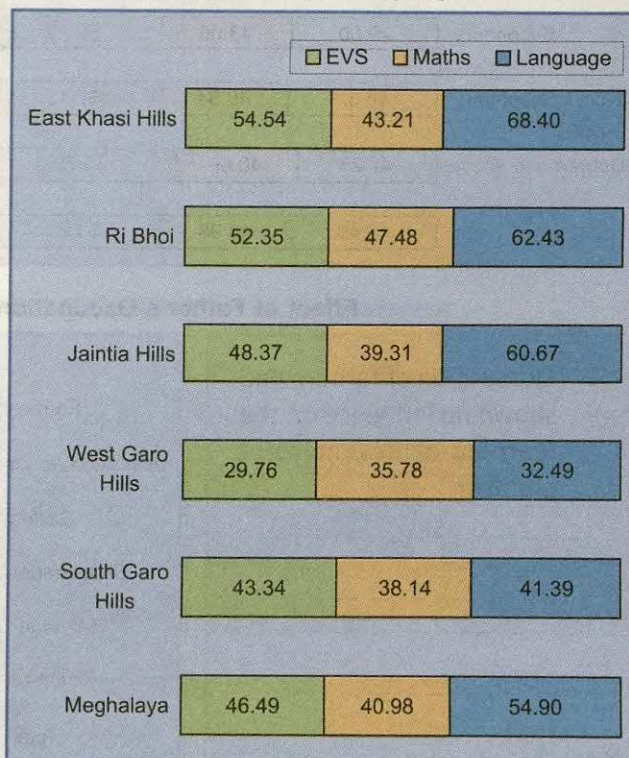
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



- The overall achievement of children in EVS, Mathematics and Language was 46.49%, 40.98% and 54.90% respectively
- In EVS and Language, performance of OBC children was the highest and followed by ST, SC and Others category children
- Area wise, rural children scored significantly better in EVS and Mathematics than urban children
- Gender wise, girls performed slightly better in all three subjects

District wise Achievement in EVS, Mathematics and Language

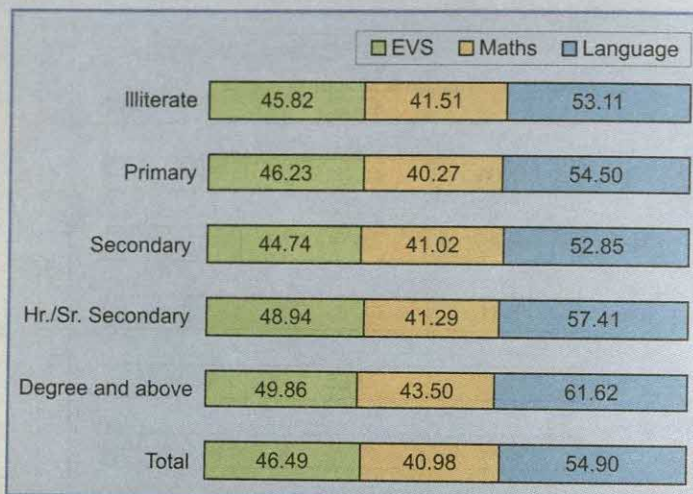
- In EVS and Language, the achievement in East Khasi Hill was the highest and was the lowest in West Garo Hills
- In Mathematics, children of Ri Bhoi showed the highest achievement and West Garo Hills showed the lowest



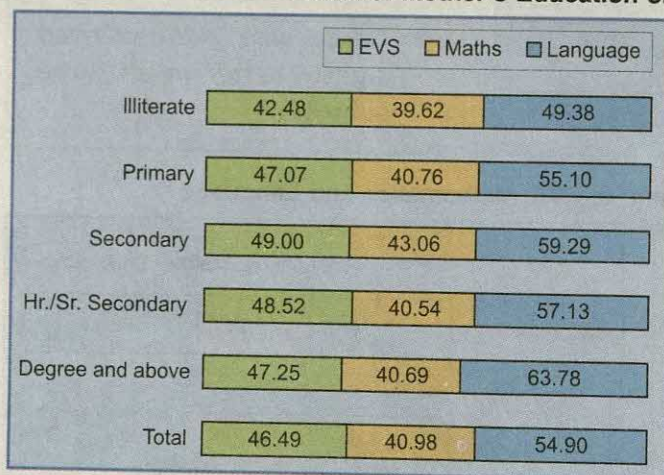
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was the highest in all three subjects
- Fathers education had shown positive influence on children achievement



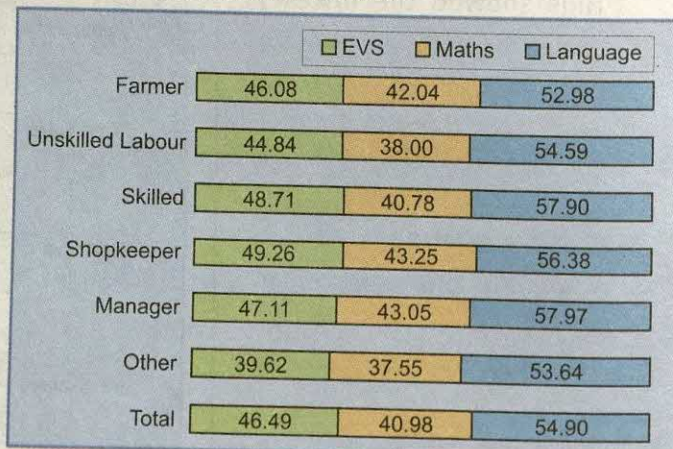
Effect of Mother's Education on Achievement



- Children of illiterate mothers performed poor in all three subjects
- Mothers educational status had shown a positive influence on learning achievement of children

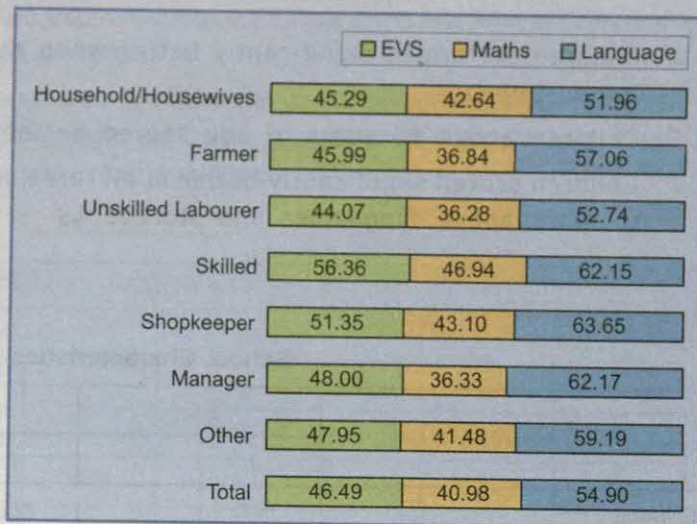
Effect of Father's Occupation on Achievement

- Occupation of fathers had shown no influence on the learning achievement of children

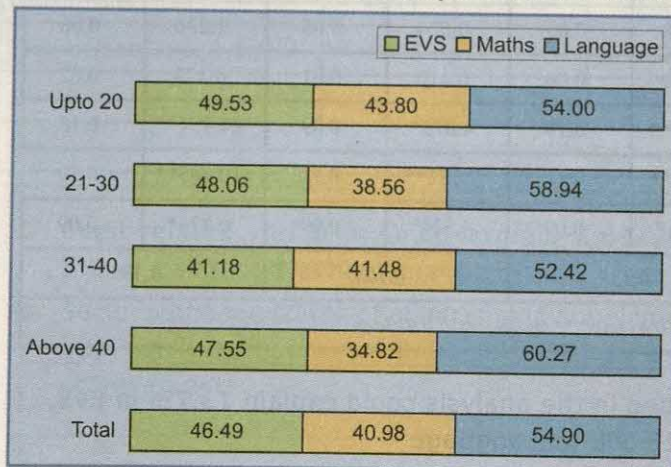


Effect of Mother's Occupation on Achievement

- Children of skilled working mothers performed quite well in all three subjects



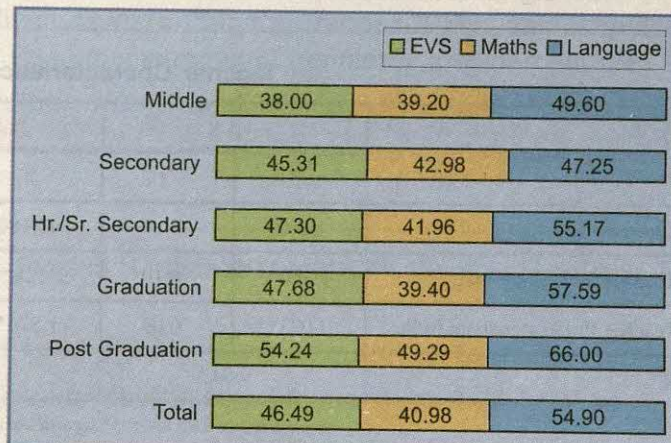
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Mathematics when the PTR was up to 20

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was better when children were taught by teachers of postgraduate educational background



Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Children above 10 years of age scored better in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	35.88	-	29.93	-	31.88	-
Infrastructure Index	0.516	0.04	0.380	0.03	0.265	0.02
Instructional Facility Index	0.588	0.05	0.524	0.05	1.236	0.06
Auxiliary Facility Index	0.739	0.06	0.110	0.01	0.172	0.02
Human Resource Index	8.455**	0.10	4.073*	0.09	14.991**	0.15
Community Participation Index	8.744**	0.11	7.331**	0.11	10.485**	0.10
Inspection of Schools	6.101*	0.09	4.524*	0.09	6.324*	0.09
R^2	0.137		0.103		0.285	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 13.7% in EVS, 10.3% in Mathematics and 28.5% in Language
- Inspection of schools, community participation and more number of teachers had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	50.19	-	43.180	-	59.99	-
Teacher Efficiency Index	3.570**	0.10	2.128**	0.08	5.301**	0.13*
Teacher Professionalism Index	3.033**	0.09	1.576*	0.07	6.273**	0.15*
R^2	0.042		0.014		0.144	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 4.2% in EVS, 1.4% in Mathematics and 14.4% in Language achievement
- Teacher efficiency (educational and professional qualification, experience and in service training) and teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.422	-	40.74	-	54.290	-
Socio-economic Index	1.743*	0.05	2.175*	0.07	1.725*	0.05
Supplementary Helping Index	4.705**	0.10*	1.621*	0.05	6.503**	0.11*
Student Attendance	0.514	0.05	0.535	0.03	0.432	0.03
Distance from Home to School	-0.135	-0.01	0.121	0.01	0.217	0.02
R^2	0.026		0.03		0.050	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 2.6% in EVS, 3% in Mathematics and 5% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, simple interest, HCF/LCM, profit & loss, measurement, geometry and percentage
- In Language, learning difficulties were found in comprehension of story

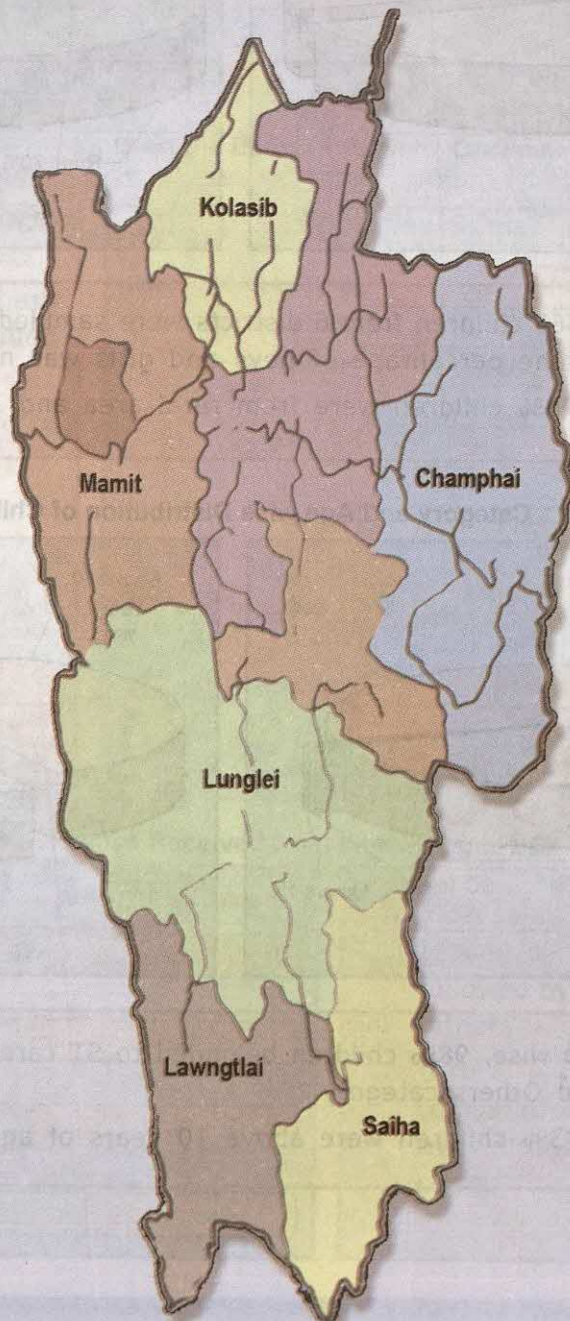
TEST CHARACTERISTICS

- About 60% items in EVS, 73% items in Mathematics and 47% items in Language were difficult
- Nearly 70% to 72% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.74 to 0.86

OTHER TRENDS

- About 42% children in EVS, 59% children in Mathematics and 25% children scored less than 40% marks
- About 2% to 3% children scored more than 80% marks in EVS and Mathematics as compared to 6% in Language
- In descriptive questions of Language, 19% children scored 10 out of 10, 34% children scored zero
- In Mathematics, children performed better in fundamental operations and average
- In Language, children performed better in spelling and vocabulary

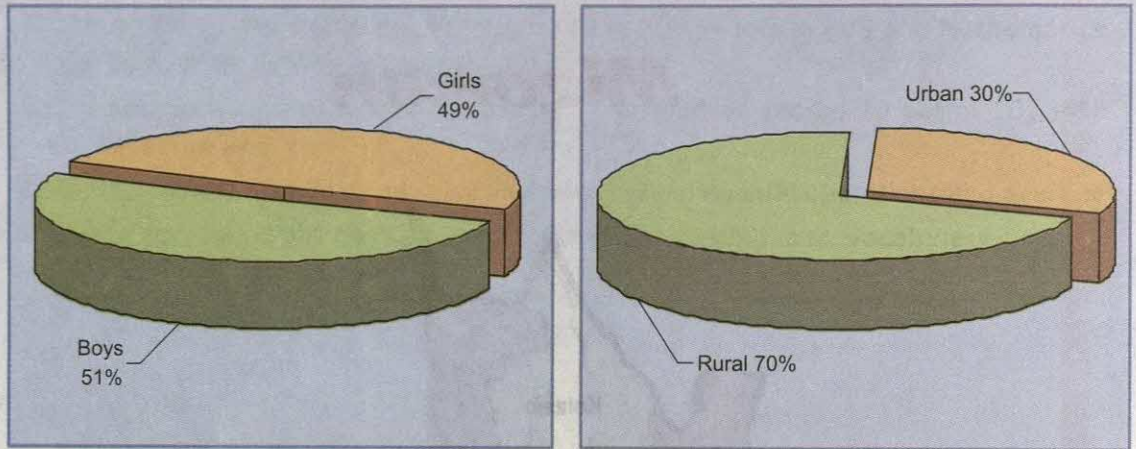
Mizoram



PROFILES

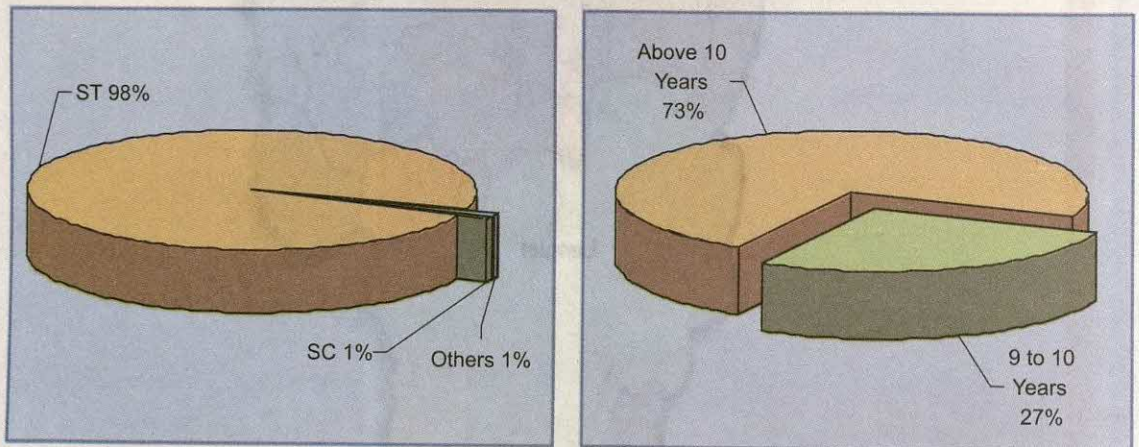
PUPIL

Gender and Area wise Distribution of Children



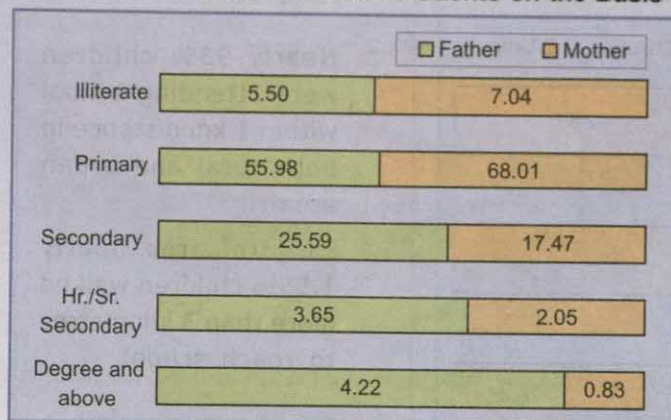
- A total of 1563 children from 6 districts were sampled from the state. Within the sample, the percentage of boys and girls was nearly same
- Area wise, 70% children were from rural area and 30% from urban area

Category and Age wise Distribution of Children



- Social group wise, 98% children belonged to ST category and only 1% each from SC and Others category
- Age wise, 73% children were above 10 years of age

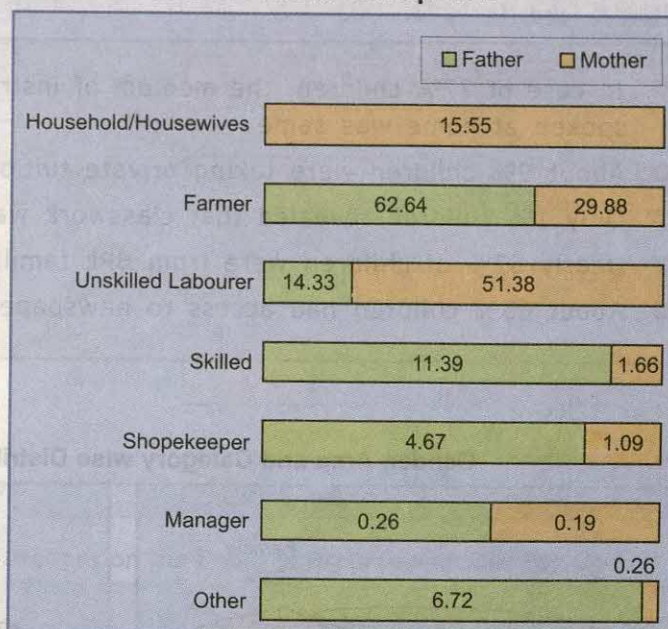
Distribution of Students on the Basis of Parents' Education



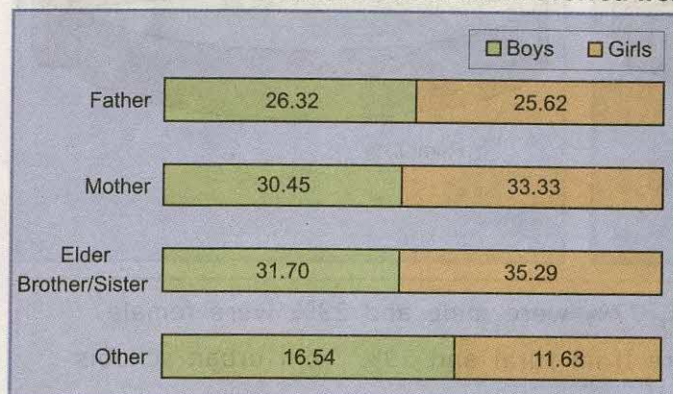
- Regarding educational status, only 5% to 7% parents were illiterate
- Only 4% fathers studied up to degree and above level and for mothers it was only 0.8%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (62.6%) were farmers
- Majority of mothers (51.4%) were unskilled labourer
- Very few parents were managers

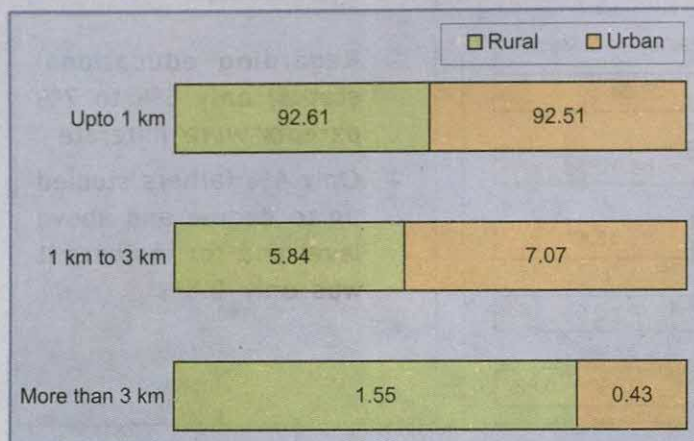


Academic Assistance Received from Family Members



- Elder peers provided more academic help and it was followed by mothers and fathers
- Girls were getting comparatively more help from mothers and elder peers

Distance of School from Home



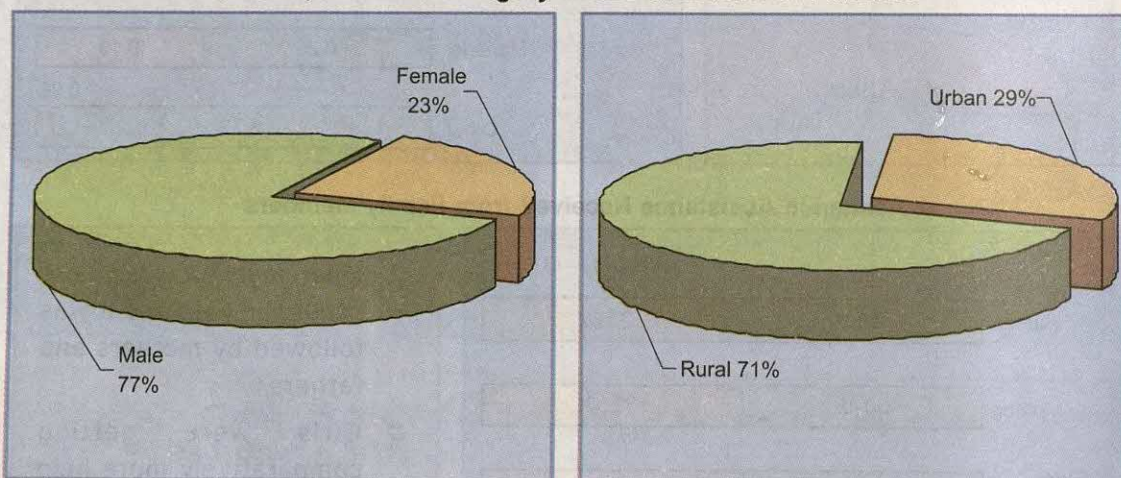
- Nearly 93% children were attending school within 1 km distance in both rural and urban area
- In rural area nearly 1.55% children walked more than 3 kilometres to reach school

Other Trends

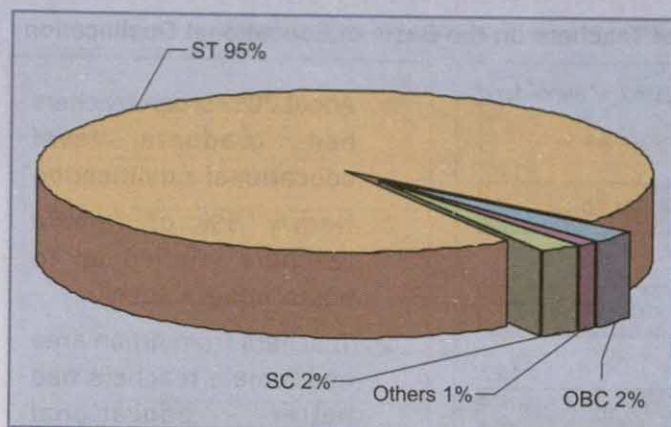
- In case of 77% children, the medium of instruction in school and language spoken at home was same
- About 9% children were taking private tuition
- Only 1% children revealed that classwork was checked by teachers
- Nearly 67% of children were from BPL families
- About 63% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



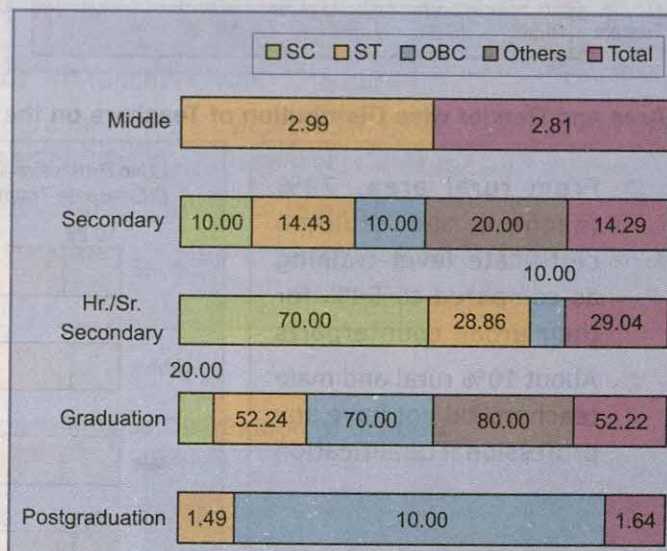
- Out of 427 sampled teachers, 77% were male and 23% were female
- Area wise, 71% teachers were from rural and 29% from urban schools



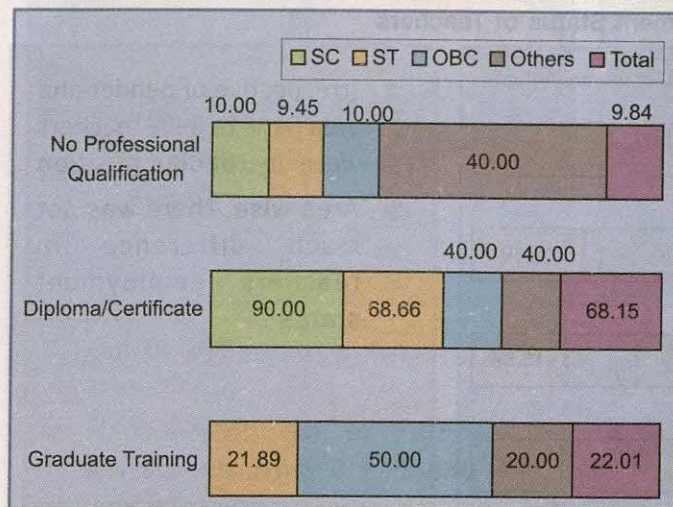
- Category wise, majority of teachers were from ST category (95%)
- Only 1% teachers were from Others category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From ST, OBC and Others category, maximum number of teachers were graduate
- Nearly 14% teachers had secondary level educational qualification

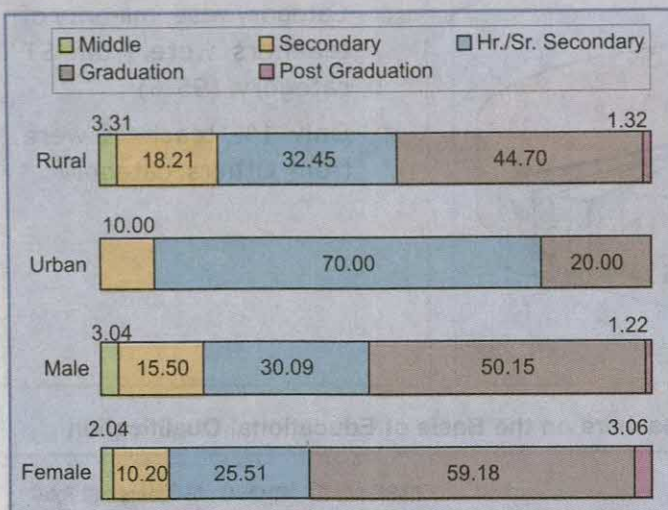


Category wise Distribution of Teachers on the Basis of Professional Qualification



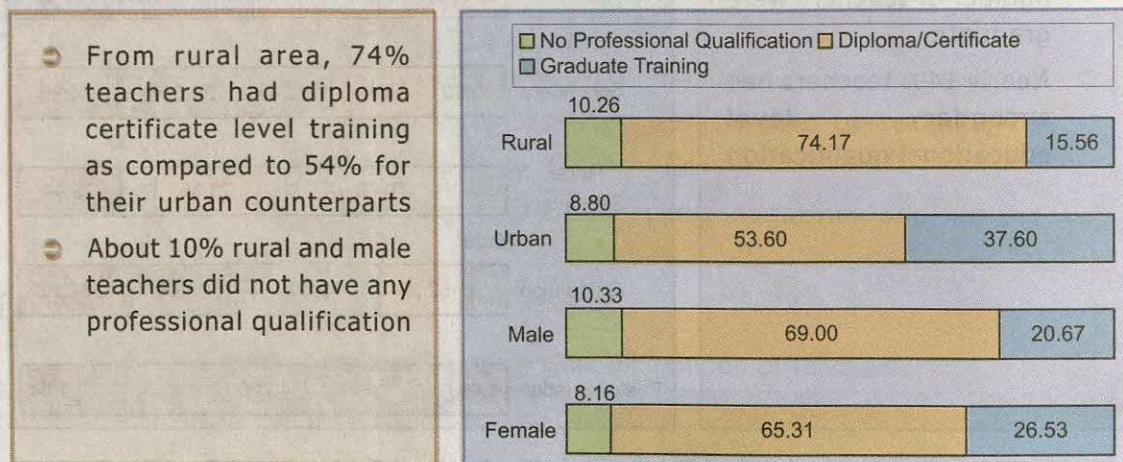
- Majority of SC teachers had diploma level training
- About 10% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



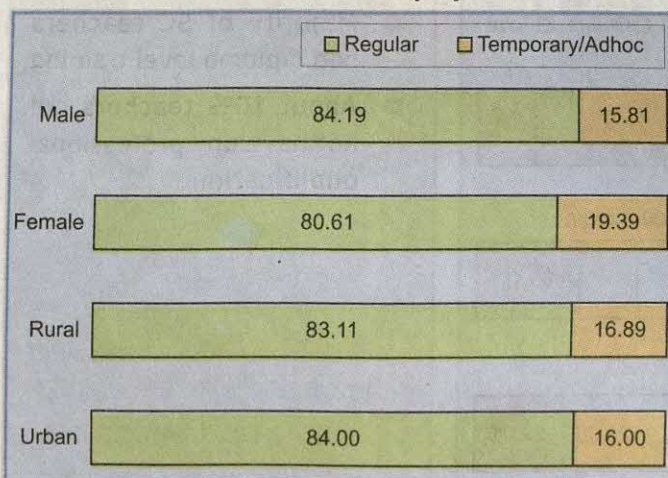
- About 70% urban teachers had graduate level educational qualification
- Nearly 3% of female teachers studied up to postgraduate level
- Teachers from urban area and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification



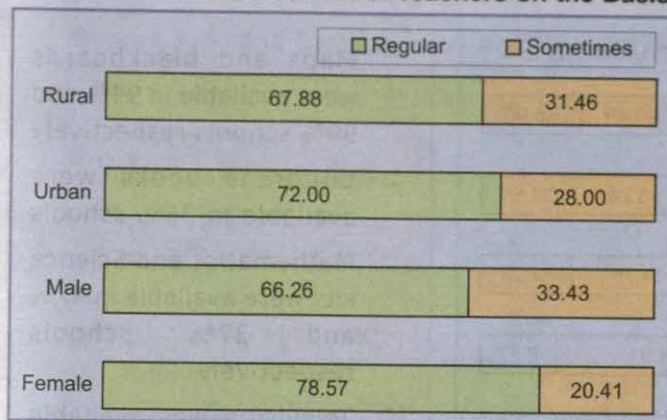
- From rural area, 74% teachers had diploma certificate level training as compared to 54% for their urban counterparts
- About 10% rural and male teachers did not have any professional qualification

Employment Status of Teachers



- Irrespective of gender and area 81% to 84% teachers were in regular position
- Area wise, there was not much difference in teachers employment status

Distribution of Teachers on the Basis of Giving Homework



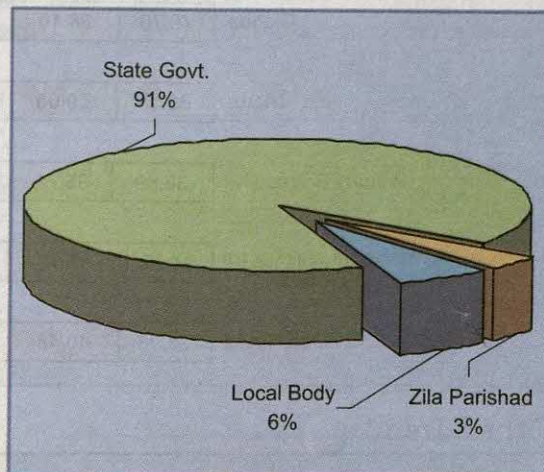
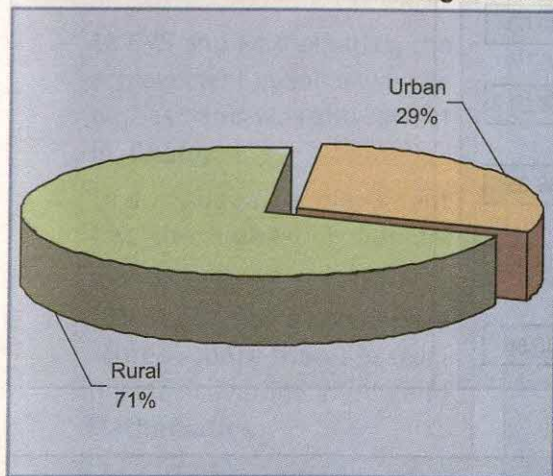
- Nearly 69% teachers revealed that they were giving homework to children regularly
- Female and urban teachers were more regular in giving homework

Other Trends

- Average teaching experience of teachers was 11 years
- Majority (30%) of training programmes were conducted in Block Resource Centres and only 1% were conducted by Teacher Resource Centres
- Teachers diary was being maintained by 37% teachers
- About 57% teachers studied Mathematics up to secondary level and for Social Science it was 64%

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 145 sampled schools, 71% were from rural area and 29% from urban area
- Management wise, 91% schools were managed by state government and only 3% schools by Zila Parishad

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	85.44	90.48	86.90
Separate toilet facilities for girls	33.01	45.24	36.55
Electric connection for school	30.10	54.76	37.24
T.V.	2.91	23.81	8.97
Computer	7.77	26.19	13.10
Musical Instrument	8.74	11.90	9.66
Mats & Furniture for all students	33.98	38.10	35.17
Blackboard	99.03	100.00	99.31
Playground	17.48	26.19	20.00
Maps	92.23	97.62	93.79
Globes	76.70	88.10	80.00
Charts	65.05	69.05	66.21
Primary Science Kit	36.89	35.71	36.55
Mathematics Kit	41.75	59.52	46.90
Children Books	33.98	40.48	35.86

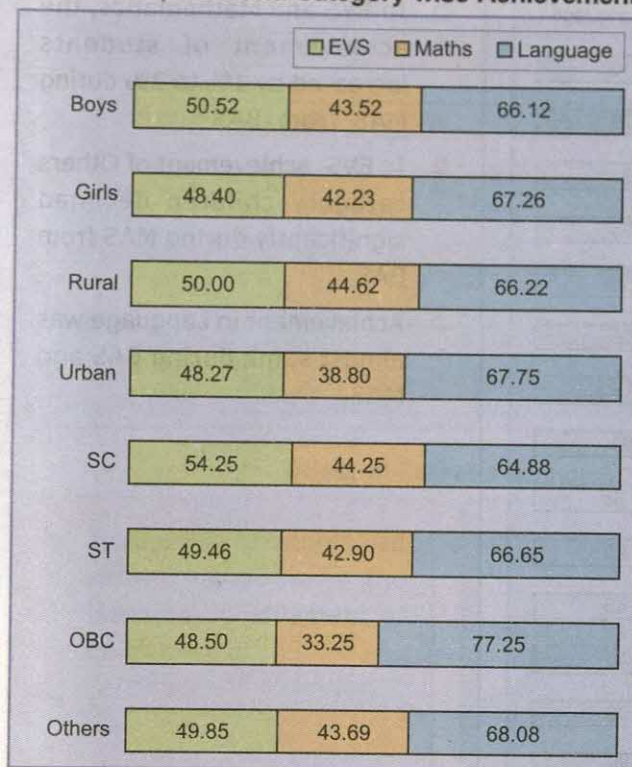
- Maps and blackboards were available in 94% and 99% schools respectively
- Childrens books were available in 36% schools
- Mathematics and Science kits were available in 47% and 37% schools respectively
- Television was available in 9% schools and computers were found in about 13% schools
- Separate toilet facility for girls was in 37% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio for rural schools was 13:1 and for urban schools it was 10:1
- Average number of working days was 209 days with 7 periods a day
- VEC/AEC/SMC existed in 98% schools

LEARNING ACHIEVEMENT

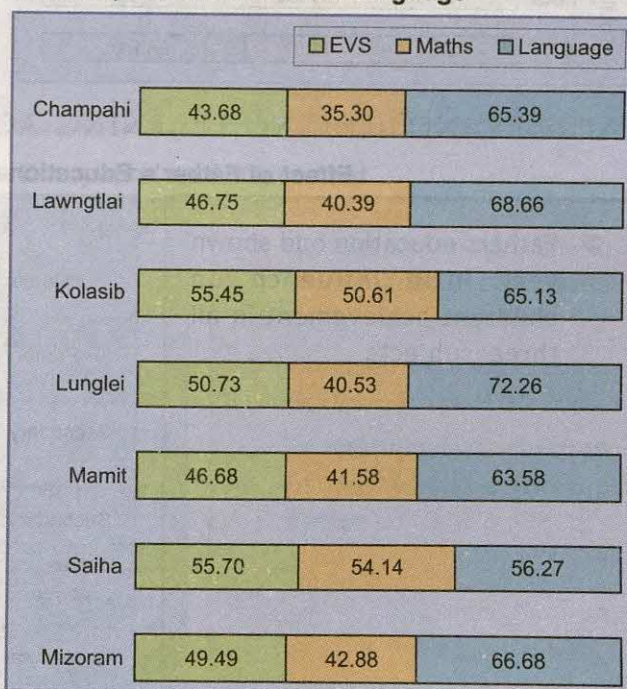
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



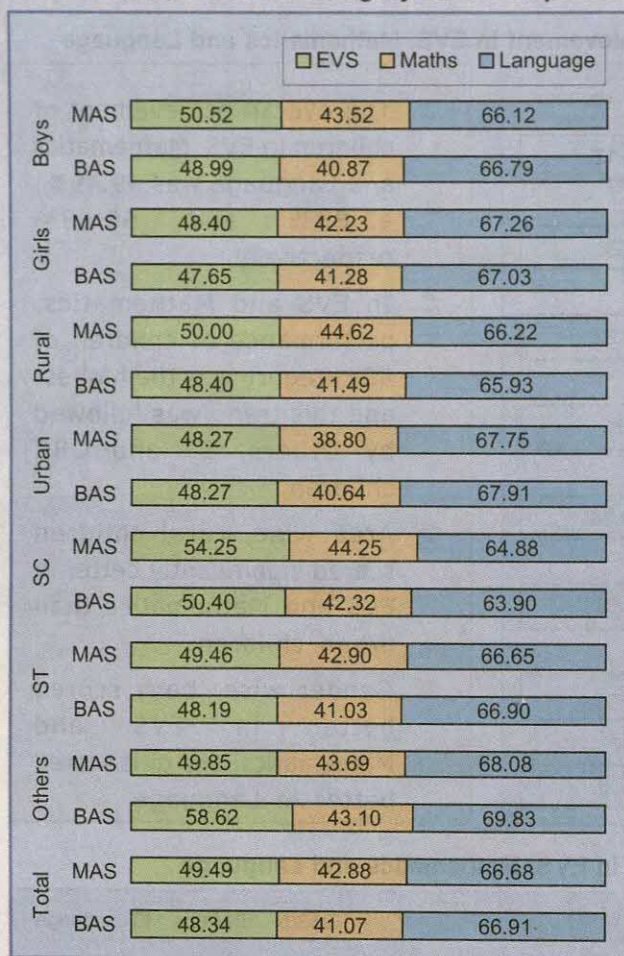
- The overall achievement of children in EVS, Mathematics and Language was 49.49%, 42.88% and 66.68% respectively
- In EVS and Mathematics, performance of children of SC category was the highest and this trend was followed by Others, ST and OBC children
- Area wise, rural children scored significantly better in EVS and Mathematics than urban children
- Gender wise, boys scored better in EVS and Mathematics; and girls scored better in Language

District wise Achievement in EVS, Mathematics and Language

- In EVS and Mathematics, the achievement in Saiha was the highest and was the lowest in Champai
- In Language, achievement was the highest in Lunglei and the lowest in Saiha
- Children of Saiha and Kolasib scored more than 5% from the state average in EVS and Mathematics



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

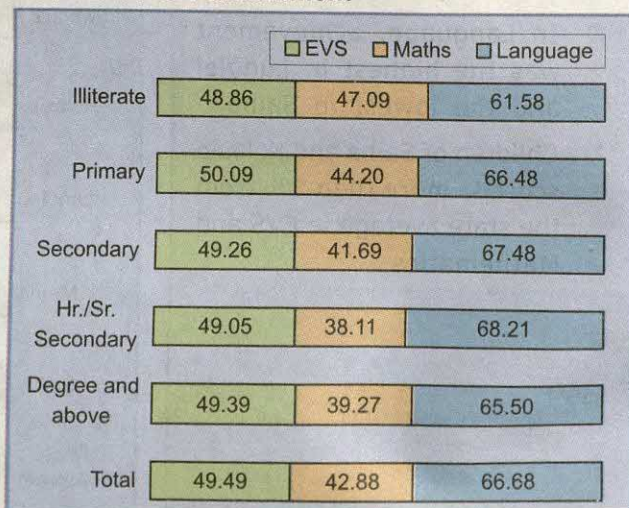


- In EVS and Mathematics, the achievement of students increased by 1% to 2% during MAS from BAS
- In EVS, achievement of Others category children declined significantly during MAS from BAS
- Achievement in Language was almost same during BAS and MAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Fathers education had shown very little influence on childrens achievement in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	49.61	46.41	66.85
Primary	49.87	43.91	66.08
Secondary	49.41	39.88	68.08
Hr./Sr. Secondary	47.59	39.31	67.34
Degree and above	45.08	37.54	70.08
Total	49.49	42.88	66.68

- Mothers education did not show any influence in children achievement in EVS and Mathematics

Effect of Father's Occupation on Achievement

- Occupation of fathers had shown no influence the learning achievement of children

	EVS	Maths	Language
Farmer	50.89	44.67	67.05
Unskilled Labourer	46.07	39.22	64.81
Skilled	50.35	42.53	67.58
Shopkeeper	47.55	41.58	66.05
Manager	42.75	43.00	62.25
Other	43.82	35.54	66.28
Total	49.49	42.88	66.68

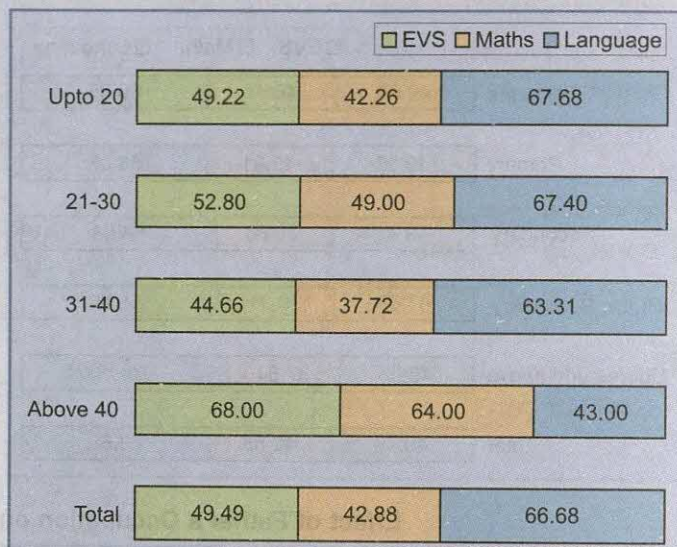
Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	50.16	40.48	68.30
Farmer	52.84	45.84	66.28
Unskilled Labourer	47.32	42.06	66.51
Skilled	49.31	43.54	64.73
Shopkeeper	53.24	37.71	65.12
Manager	46.33	43.67	70.33
Other	41.25	26.00	65.25
Total	49.49	42.88	66.68

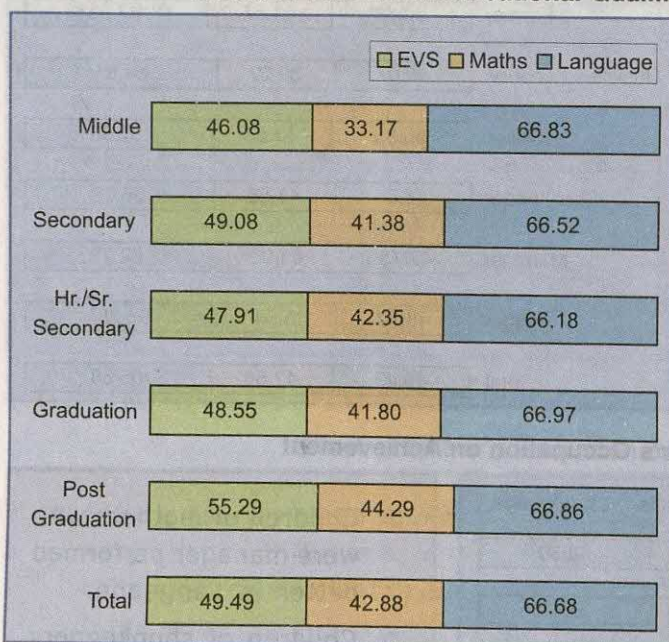
- Children of mothers who were manager performed better in Language
- Children of shopkeepers performed best in EVS
- In Mathematics, children of farmers performed better

Effect of Pupil Teacher Ratio on Achievement

- Children performed better in EVS and Mathematics when the PTR was above 40:1
- In Language PTR did not show any trend on childrens achievement



Effect of Teacher's Educational Qualification on Achievement



- Achievement in EVS and Mathematics was better when postgraduate teachers taught the children

Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Children above 10 years age scored better in EVS and Mathematics
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	40.33	-	32.35	-	63.12	-
Infrastructure Index	0.963	0.03	0.621	0.04	0.552	0.04
Instructional Facility Index	0.715	0.05	1.280	0.06	0.216	0.02
Auxiliary Facility Index	2.331*	0.09	3.203**	0.10	0.896	0.04
Human Resource Index	2.962*	0.09	4.178**	0.12	0.880	0.03
Community Participation Index	1.734	0.07	1.082	0.06	1.922*	0.06
Inspection of Schools	0.836	0.06	2.762*	0.09	3.519*	0.08
R^2	0.061		0.087		0.072	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 6.1% in EVS, 8.7% in Mathematics and 7.2% in Language
- Ancillary facilities in schools and more number of teachers had significant impact both on EVS and Mathematics achievement but inspection of schools had also shown sufficient impact on Mathematics achievement
- Inspection of schools and community participation had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	43.04	-	46.31	-	60.31	-
Teacher Efficiency Index	0.610	0.06	0.733	0.06	2.605*	0.1
Teacher Professionalism Index	2.667**	0.12	0.131	0.03	0.415	0.03
R^2	0.018		0.01		0.019	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 1.8% in EVS, 1% in Mathematics and 1.9% in Language achievement
- Teacher professionalism contributed significantly on EVS achievement
- Teacher efficiency (educational and professional qualification, experience and in-service training) contributed significantly on Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	48.96	-	42.43	-	56.68	-
Socio-economic Index	3.036*	0.09*	2.841*	0.08	1.911*	0.07
Supplementary Helping Index	6.177**	0.12**	5.514**	0.10*	2.035*	0.08
Student Attendance	0.435	0.03	0.738	0.06	0.115	0.01
Distance from Home to School	-0.151	-0.01	-0.249	-0.02	-0.245	-0.02
R^2	0.037		0.034		0.013	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 3.7% in EVS, 3.4% in Mathematics and 1.3% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, simple interest and measurement
- In Language, learning difficulties were found in comprehension of story

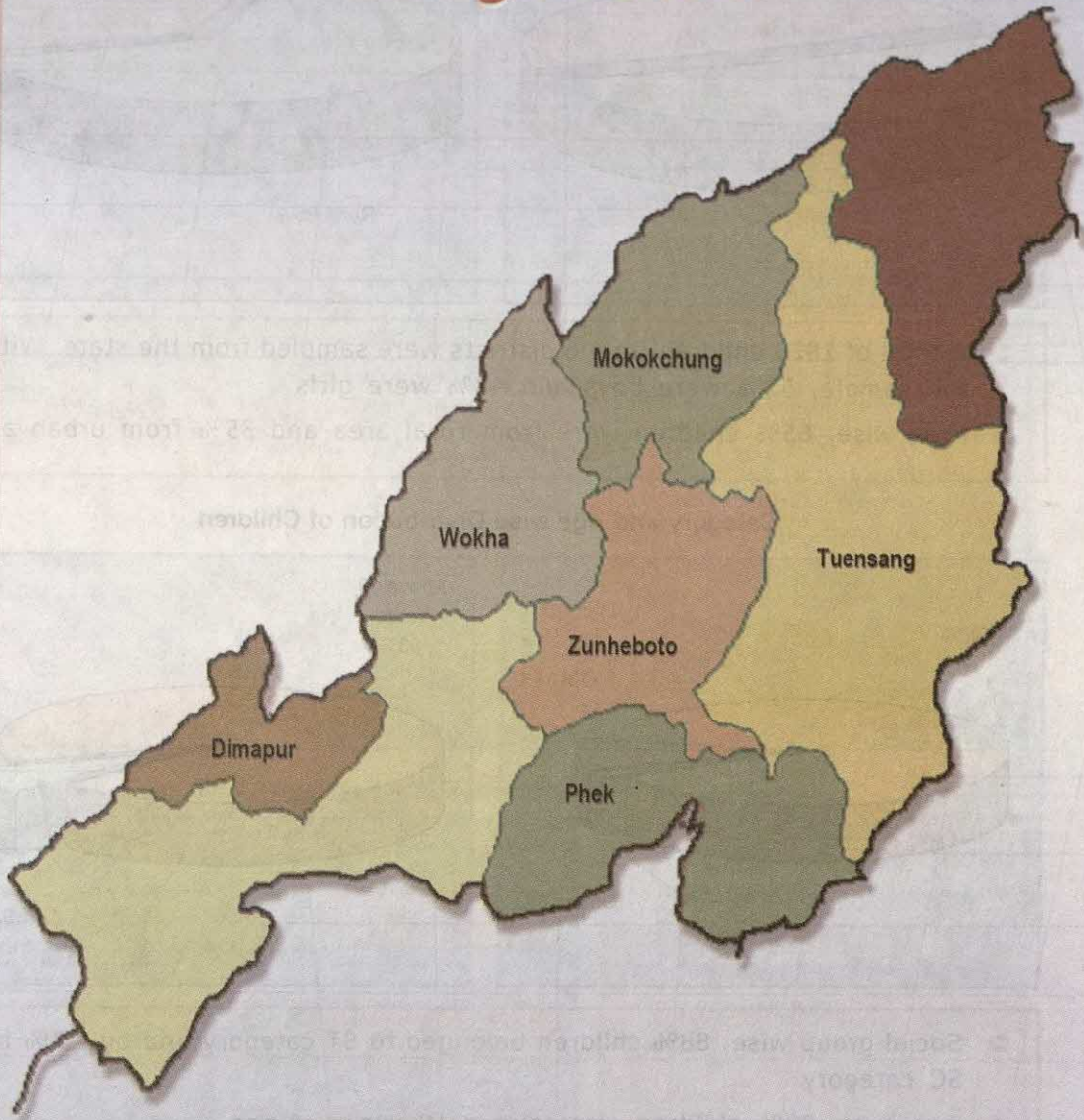
TEST CHARACTERISTICS

- About 53% items in EVS , 65% in Mathematics and 27% items in Language were difficult
- Nearly 80% - 83% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 45%
- All three tests had good reliability coefficient ranging from 0.7 to 0.85

OTHER TRENDS

- Nearly 35% children in EVS, 53% children in Mathematics and 3% children in Language scored less than 40% marks
- About 1% to 3% children scored more than 80% marks in EVS and Mathematics as compared to 7% in Language
- In Mathematics, children performed better in average and geometry
- In Language, children performed better in spelling and vocabulary
- In descriptive questions of Language, 18% children scored 10 out of 10 and 9% children zero

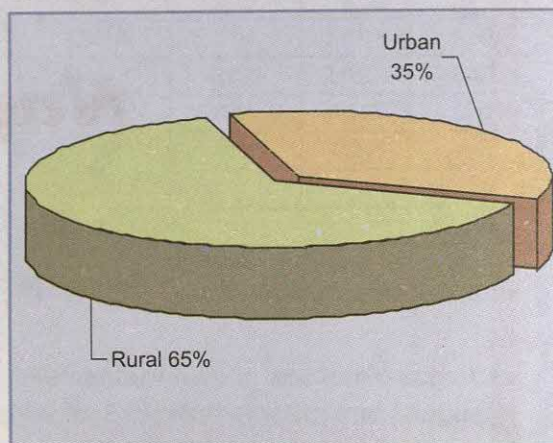
Nagaland



PROFILES

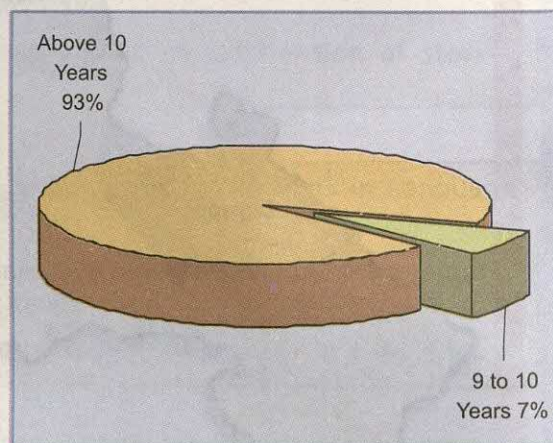
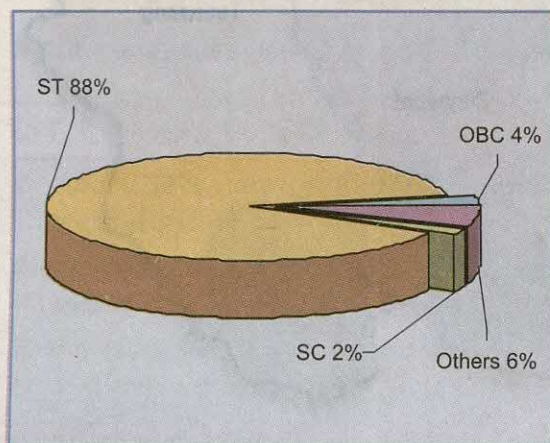
PUPIL

Gender and Area wise Distribution of Children



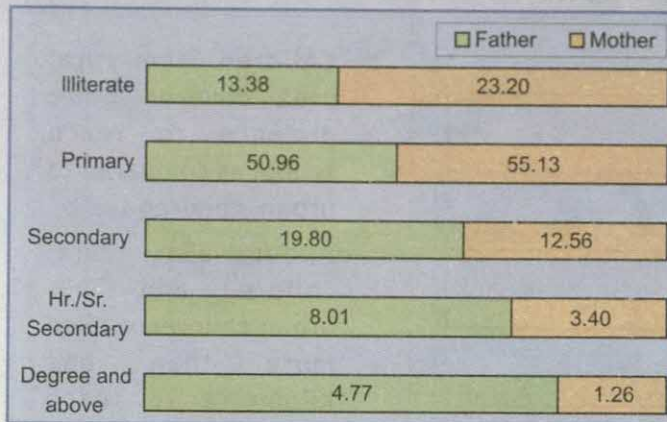
- A total of 1823 children from 6 districts were sampled from the state. Within the sample, 52% were boys and 48% were girls
- Area wise, 65% children were from rural area and 35% from urban area

Category and Age wise Distribution of Children



- Social group wise, 88% children belonged to ST category and only 2% from SC category
- Age wise, 93% children were above 10 years of age

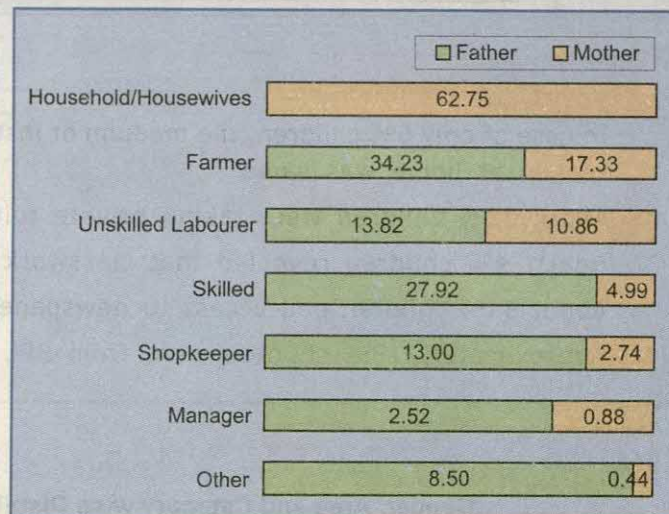
Distribution of Students on the Basis of Parents' Education



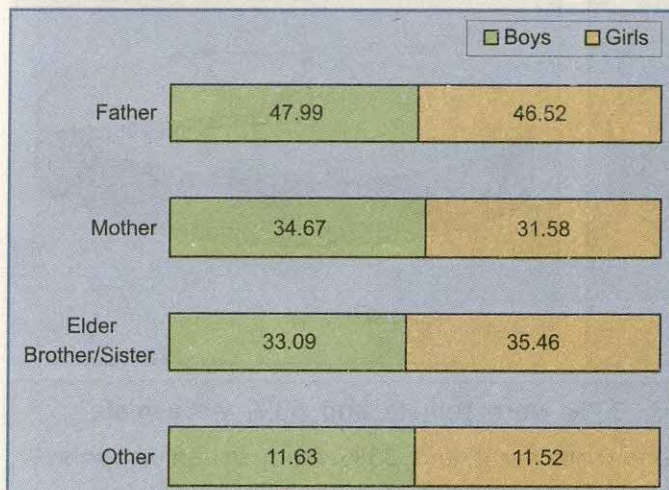
- Regarding educational status, 23% mothers were illiterate as against 13% of fathers
- About 5% fathers studied up to degree and above level and for mothers it was only 1.3%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (62%) were either farmers or skilled labourer
- Majority of mothers (63%) were housewives
- Only 2.5% fathers and 0.9% mothers were manager

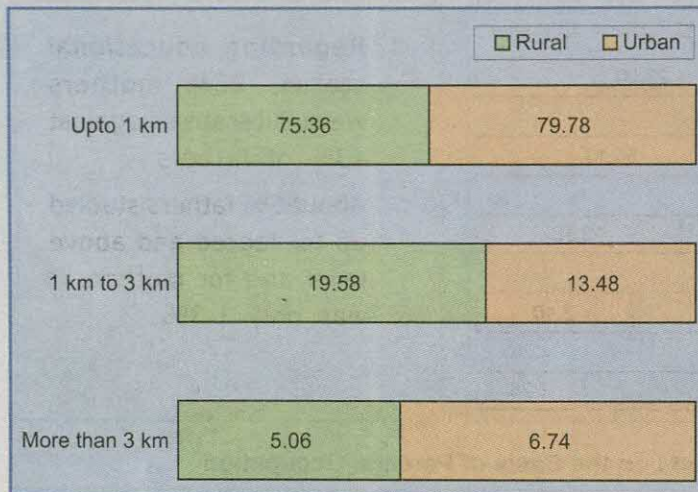


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and it was followed by elder peers and mothers

Distance of School from Home



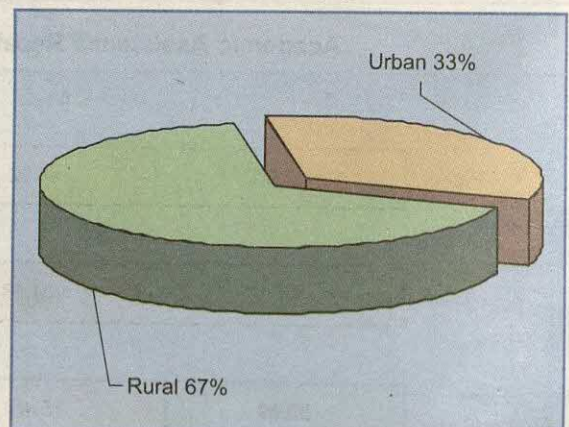
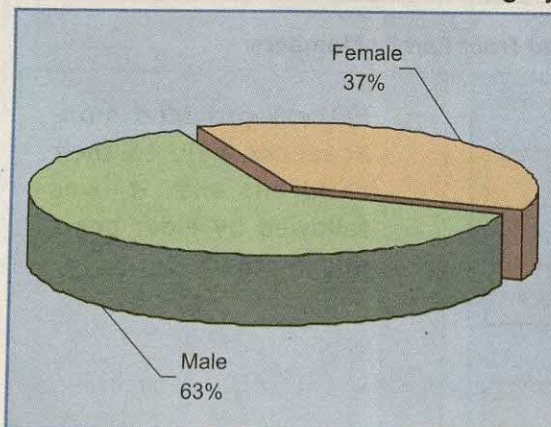
- Children from rural area covered more distance to reach school as compared to urban children
- About 25% rural children and 20% urban children walked more than one kilometre to reach school

Other Trends

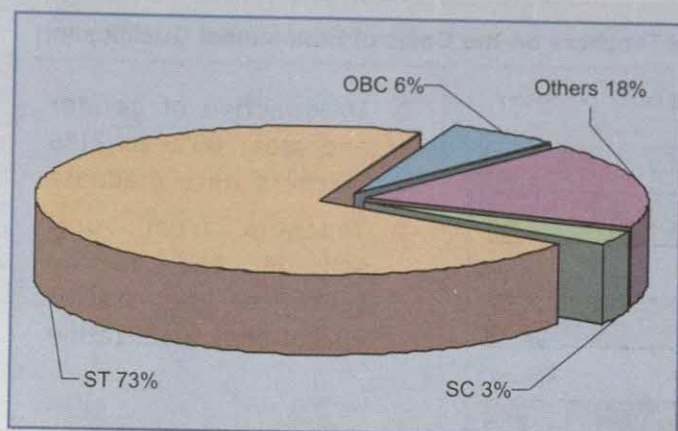
- In case of only 6% children, the medium of instruction in school and language spoken at home was same
- About 22% children were taking private tuition.
- Nearly 4% children revealed that classwork was checked by teachers
- About 54% children had access to newspapers, magazines and storybooks
- Approximately 18% children were from BPL families

TEACHERS

Gender, Area and Category wise Distribution of Teachers



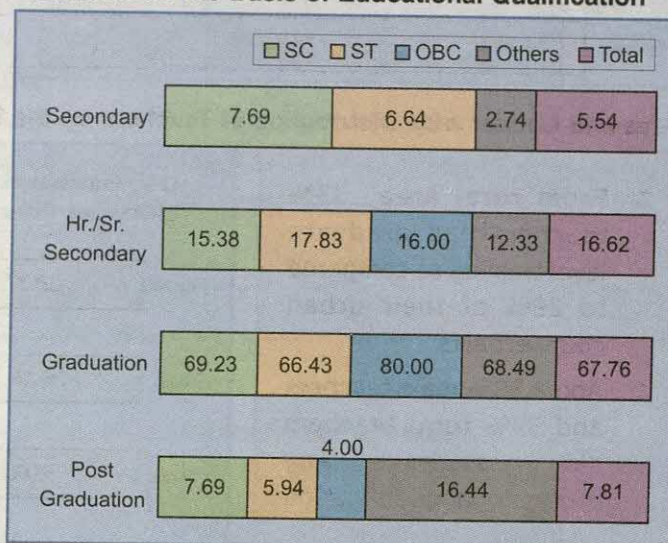
- Out of 397 sampled teachers, 37% were female and 63% were male
- Area wise, 67% teachers were from rural and 33% from urban schools



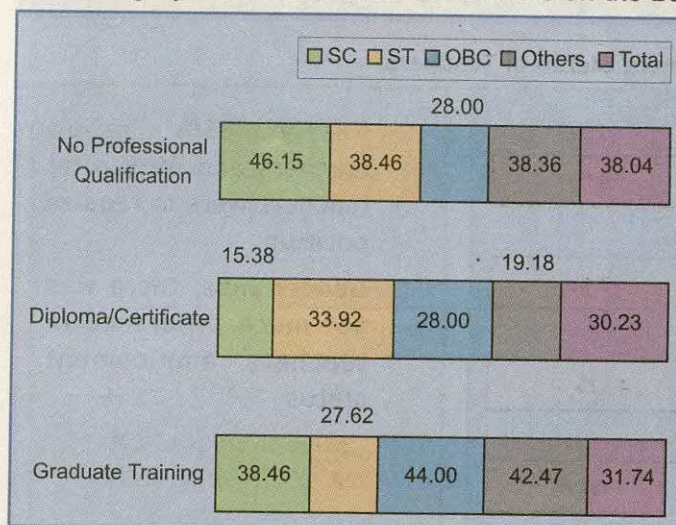
- Category wise, maximum teachers were from ST category (73%) followed by Others (18%), OBC (6%) and 3% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each category, maximum number of teachers were graduate
- Teacher from Others category were better educated and the trend was followed by OBC, SC and ST category

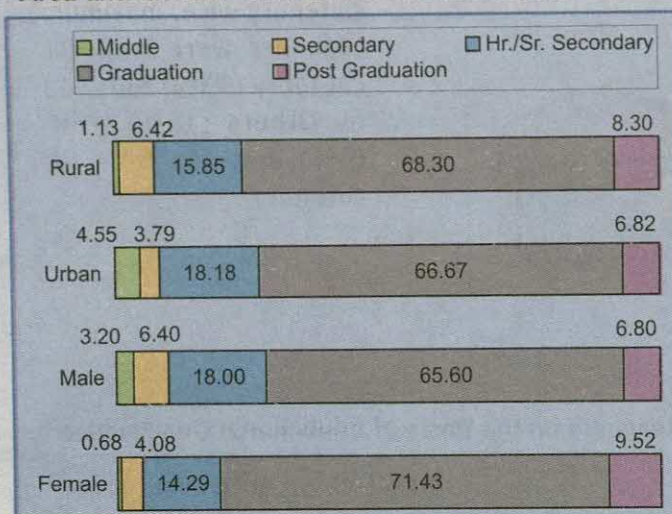


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Maximum teachers from OBC and Others category had graduate level training
- About 38% teachers did not have any professional qualification

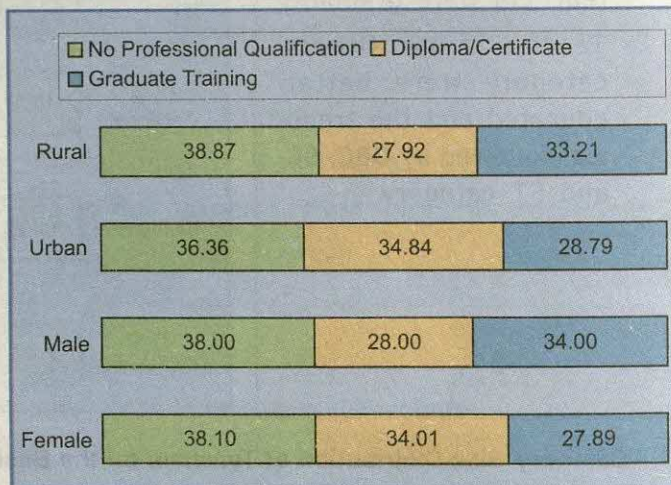
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



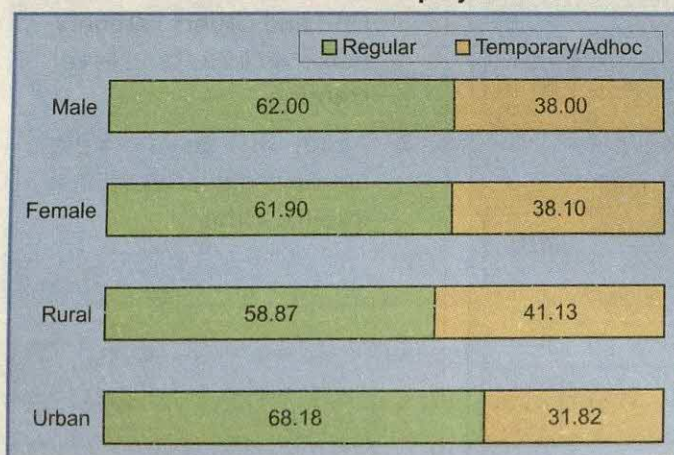
- Irrespective of gender and area, 66% to 71% teachers were graduate
- Teachers from rural schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From rural area, 33% teachers had graduate level training as compared to 29% of their urban counterparts
- About 38% male teachers and 39% rural teachers did not have any professional qualification

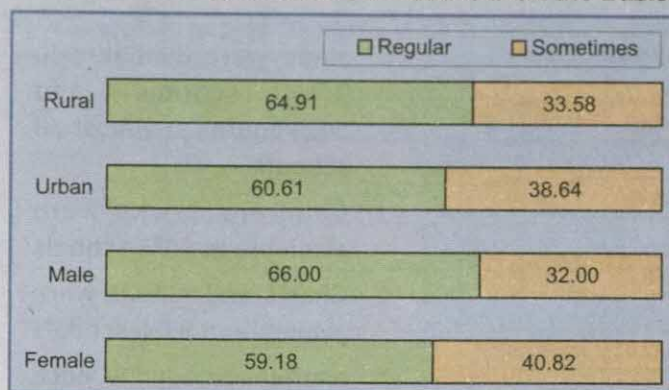


Employment Status of Teachers



- Nearly 68% urban teachers and 59% rural teachers were in regular position
- Gender wise, there was not much difference in teachers employment status

Distribution of Teachers on the Basis of Giving Homework



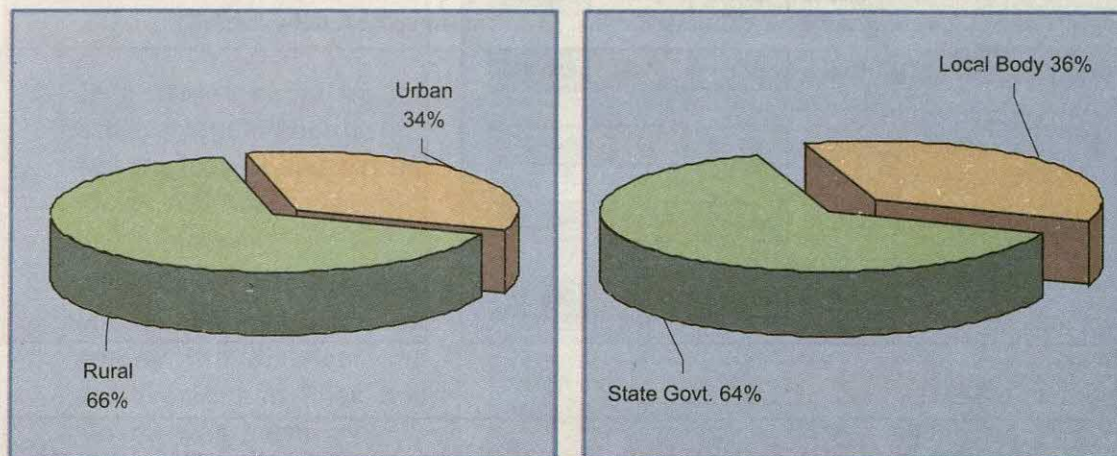
- Irrespective of area and gender 59% to 66% teachers were giving homework regularly to children
- Rural and male teachers were more regular in giving homework

Other Trends

- Average teaching experience of teachers was 8 years
- Nearly 25% training programmes were conducted in Block Resource Centre and only 1% were conducted by Cluster Resource Centre
- Teachers diary was being maintained by 78% teachers
- About 55% teachers studied Language up to graduate level and for Mathematics and EVS it was 35% and 32% respectively

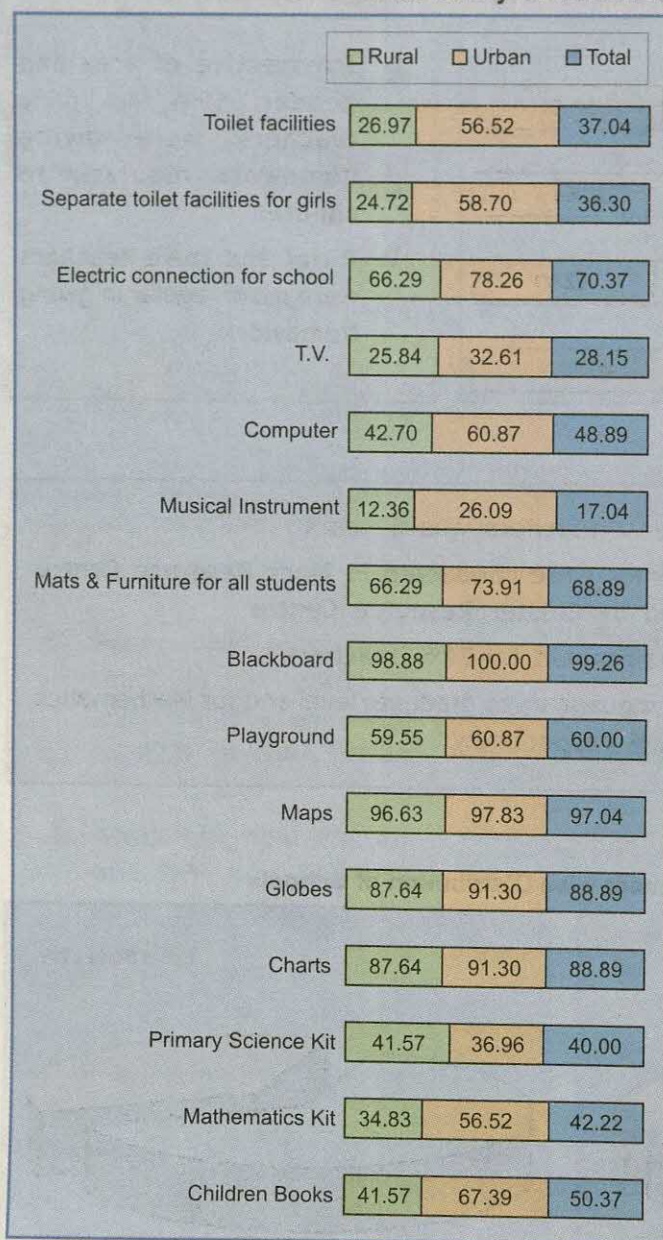
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 135 sampled schools, 66% were from rural area and 34% from urban area
- Management wise, 64% schools were managed by state government and remaining 36% schools by local body

Availability of School Resources



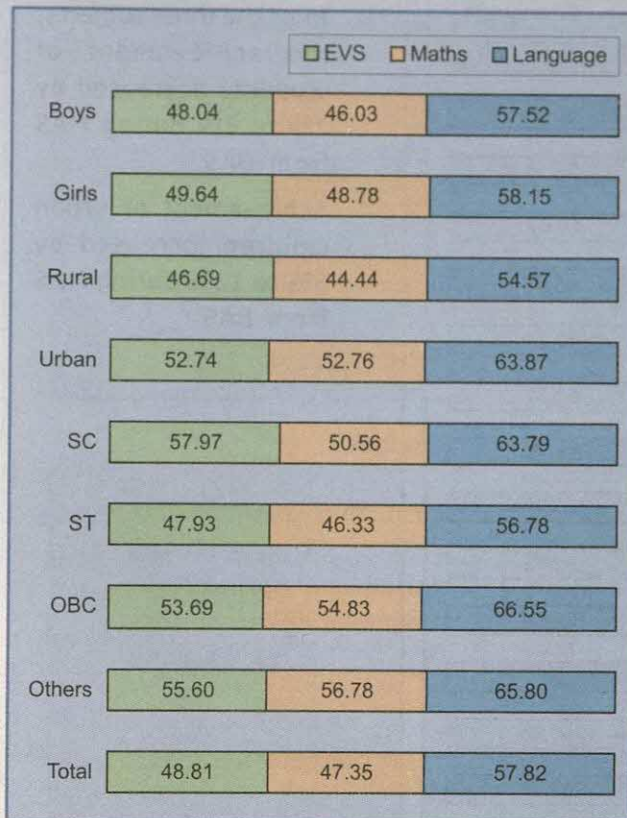
- Maps were available in 97% schools and blackboards in almost all schools
- Childrens books were available in 50% schools
- Charts and globes were available in 89% schools
- Mathematics and Science kits were available in 42% and 40% schools respectively
- Television was available in 28% schools and computers were found in 49% schools
- Separate toilet facility for girls were in 36% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil teacher ratio for the state was 20:1 and it was nearly same for both rural and urban schools
- Average number of working days was 189 days with 7 periods a day
- Parent teacher associations were existing in 50% schools and VEC/AEC/SMC were in 83% schools

LEARNING ACHIEVEMENT

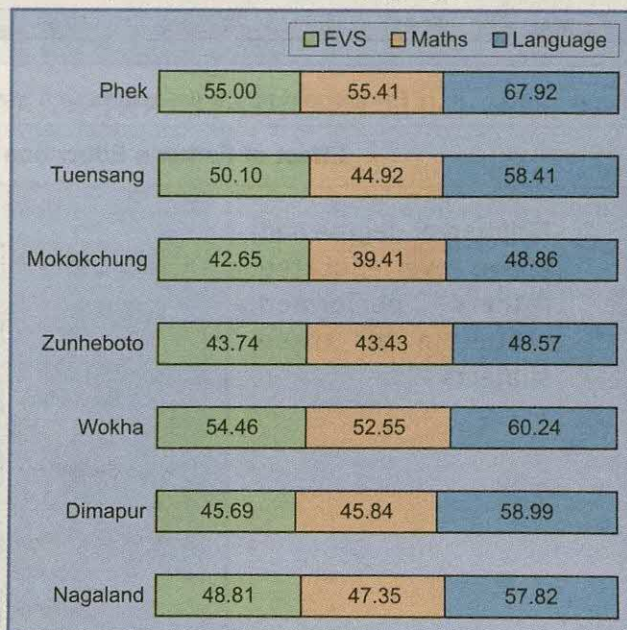
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



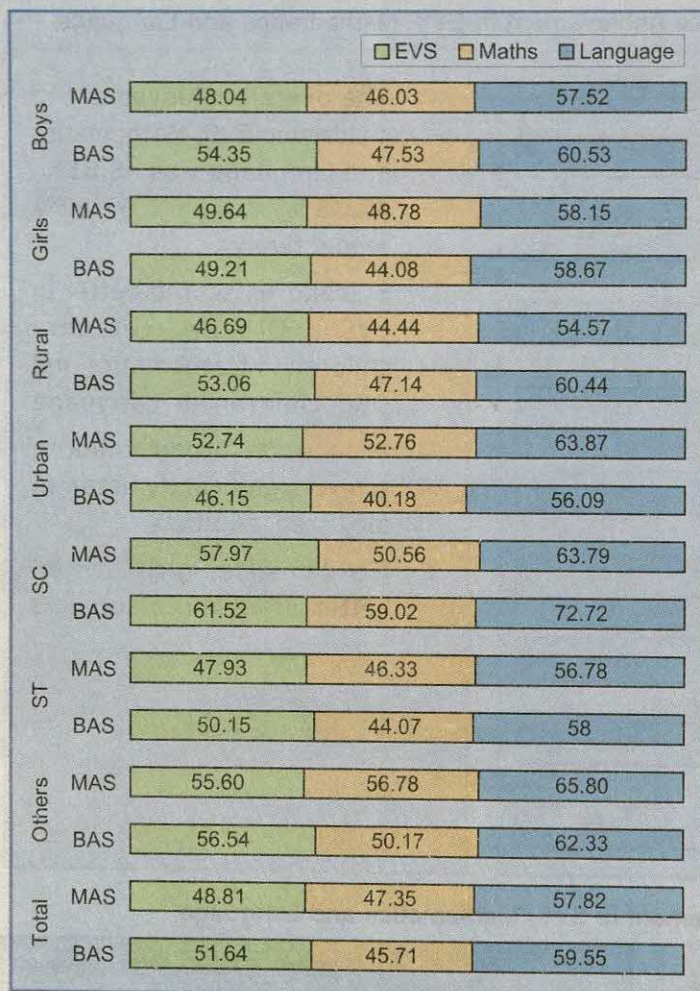
- The overall achievement of children in EVS, Mathematics and Language was 48.81%, 47.35% and 57.82% respectively
- SC children scored better in EVS, Others category children in Mathematics and OBC children in Language
- Area wise, urban children scored significantly better in all three subjects
- Gender wise, girls scored better in all three subjects

District wise Achievement in EVS, Mathematics and Language

- In all three subjects, the achievement in Phek district was the highest and was the lowest in Mokokchung expect in Language
- Achievement in Mokokchung and Zunheboto was poor among the districts and achievement in Phek and Wokha was better



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

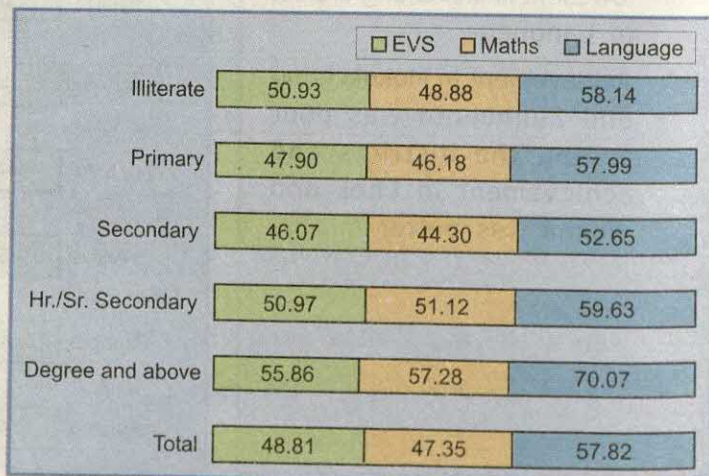


- In all the three subjects, the achievement of students decreased by 2% to 3% during MAS from BAS
- Achievement of urban children increased by 6% to 12% during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of degree and above level educated fathers performed better in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	46.47	46.50	57.18
Primary	48.72	46.37	56.77
Secondary	50.65	48.41	58.35
Hr./Sr. Secondary	46.56	47.98	63.52
Degree and above	68.09	69.78	74.17
Total	48.81	47.35	57.82

- Children of degree holder mothers performed better in all three subjects

Effect of Father's Occupation on Achievement

- Achievement of children increased by 7% to 10% when fathers occupation varied from Shopkeepers to manager

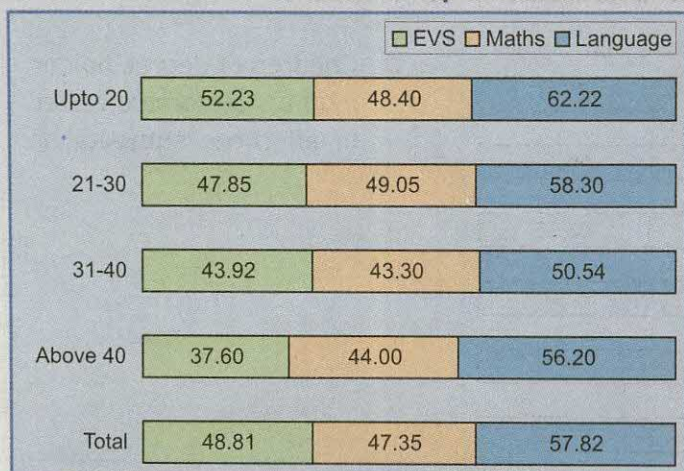
	EVS	Maths	Language
Farmer	46.63	44.33	53.30
Unskilled Labourer	47.29	43.42	57.12
Skilled	50.93	50.80	61.84
Shopkeeper	45.91	45.03	56.89
Manager	53.13	54.93	64.26
Other	56.23	55.90	63.48
Total	48.81	47.35	57.82

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	49.45	48.31	59.73
Farmer	44.59	44.71	51.12
Unskilled Labourer	46.26	43.06	53.40
Skilled	55.49	52.37	64.19
Shopkeeper	51.48	44.06	58.54
Manager	62.75	58.31	69.00
Other	65.50	62.25	59.38
Total	48.81	47.35	57.82

- Children of mothers who were manager performed better in all three subjects
- Children of housewives performed reasonably well in all three subjects

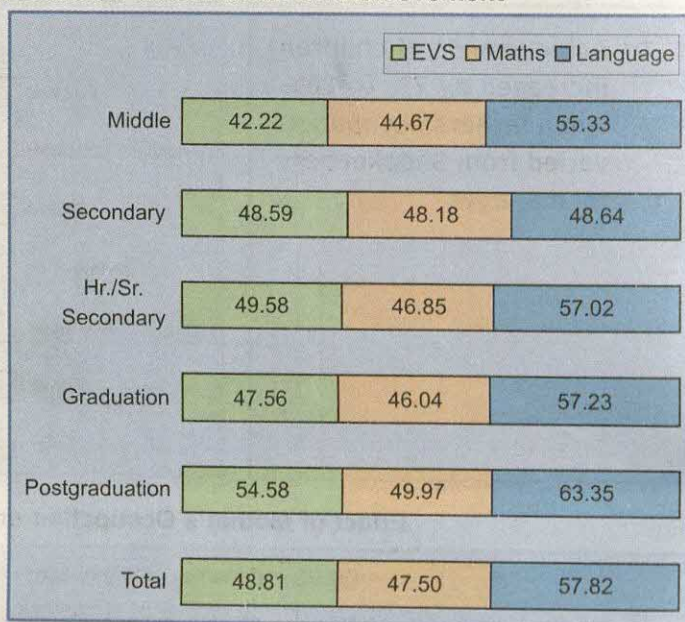
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Language when the PTR was up to 20

Effect of Teachers Educational Qualification on Achievement

- Achievement in all three subjects was better when postgraduate teachers taught the children



Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Academic help from family members showed significant effect on achievement in EVS and Mathematics
- Younger children (9-10 years) scored significantly better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	53.16	-	53.92	-	52.32	-
Infrastructure Index	0.419	0.05	0.291	0.03	0.412	0.04
Instructional Facility Index	1.986	0.09	1.691	0.08	1.304	0.07
Auxiliary Facility Index	1.240	0.08	4.304**	0.10	2.924*	0.10
Human Resource Index	10.412**	0.18*	12.673**	0.20*	15.495**	0.22**
Community Participation Index	3.710*	0.10	2.550*	0.08	6.602**	0.13
Inspection of Schools	2.530*	0.09	7.938*	0.12	1.530	0.08
R^2	0.116		0.223		0.304	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 11.6% in EVS, 22.3% in Mathematics and 30.4% in Language
- Inspection of schools, community participation in school and more number of teachers had significant impact on EVS achievement
- Inspection of schools, community participation, auxiliary facilities and more number of teachers had maximum impact on Mathematics and Language achievement

Teacher Characteristics

Teacher related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	47.87	-	45.69	-	57.12	-
Teacher Efficiency Index	4.151**	0.10	5.226**	0.12*	1.807	0.05
Teacher Professionalism Index	2.605*	0.08	2.468*	0.08	1.941	0.06
R^2	0.019		0.026		0.010	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 1.9% in EVS, 2.6% in Mathematics and 1% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teacher professionalism contributed significantly on EVS and Mathematics achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	$\hat{a}$	r	$\hat{a}$	r	$\hat{a}$	r
Constant	47.58	-	46.02	-	56.92	-
Socio-economic Index	1.277	0.07	1.221	0.07	1.062	0.06
Supplementary Helping Index	2.103*	0.09	3.424**	0.09*	4.328**	0.10*
Student Attendance	0.117	0.02	0.349	0.03	0.523	0.04
Distance from Home to School	-0.324	-0.03	-0.217	-0.02	-0.113	-0.01
R^2	0.02		0.012		0.023	

*Significant at 0.05 level **significant at 0.01 level

- Pupil related variables could explain 2% in EVS, 1.2% in Mathematics and 2.3% in Language achievement
- Supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal and measurement
- In Language, learning difficulties were found in comprehension of story

TEST CHARACTERISTICS

- About 48% to 52% items in EVS and Mathematics, 27% items in Language were either difficult or very difficult
- Nearly 98% items in EVS, 88% in Mathematics and 85% in Language had good discriminative power
- All three tests had good reliability coefficient ranging from 0.69 to 0.88

OTHER TRENDS

- About 45% children scored less than 40% marks in EVS and Mathematics as compared to 24% in Language
- About 8% to 9% children scored more than 80% marks in EVS and Mathematics as compared to 11% in Language
- In descriptive questions of Language, very few children scored 10 out of 10 but 23% children scored zero
- In Mathematics, children performed better in HCF/LCM and fundamental operations
- In Language, children performed better in vocabulary and comprehension of time table

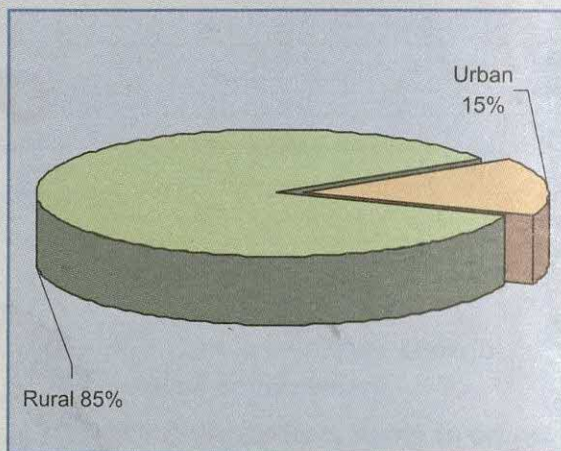
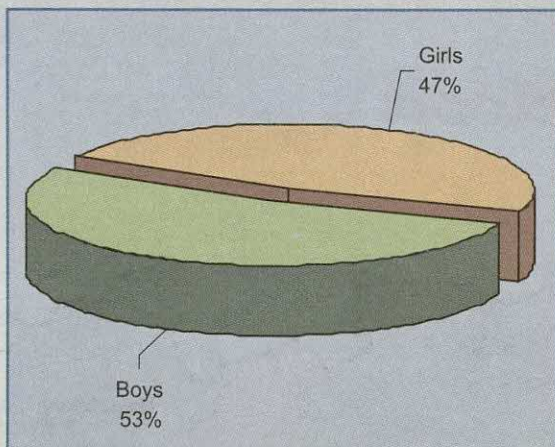
Orissa



PROFILES

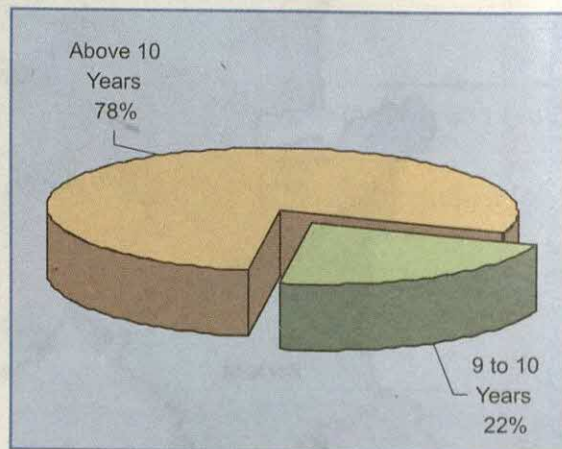
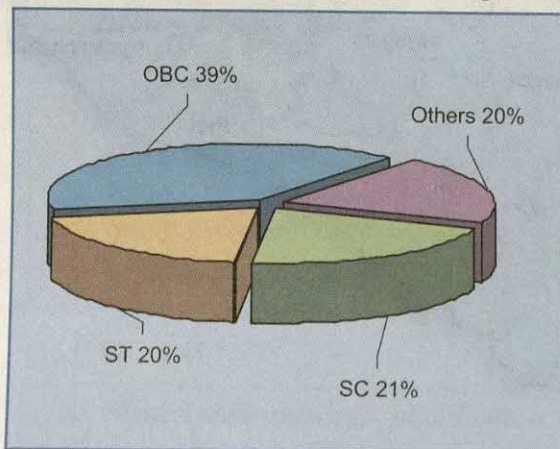
PUPIL

Gender and Area wise Distribution of Children



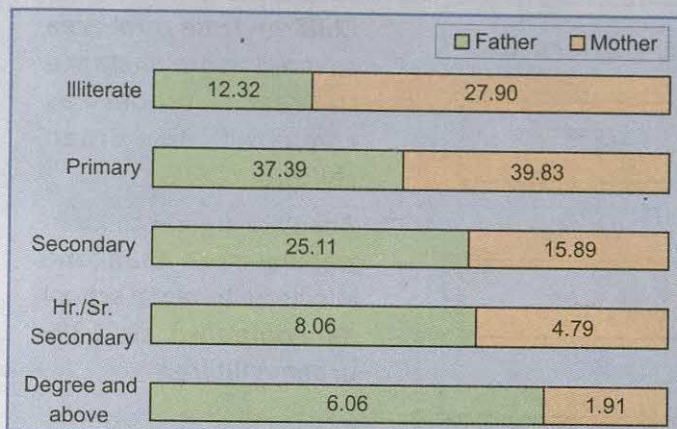
- A total of 4341 children from 12 districts were sampled from the state. Within the sample, 53% were boys and 47% were girls
- Area wise, 85% children were from rural area and 15% from urban area

Category and Age wise Distribution of Children



- Social group wise, 39% children belonged to OBC category and 20% each from Others and ST categories
- Age wise, 78% children were above 10 years of age

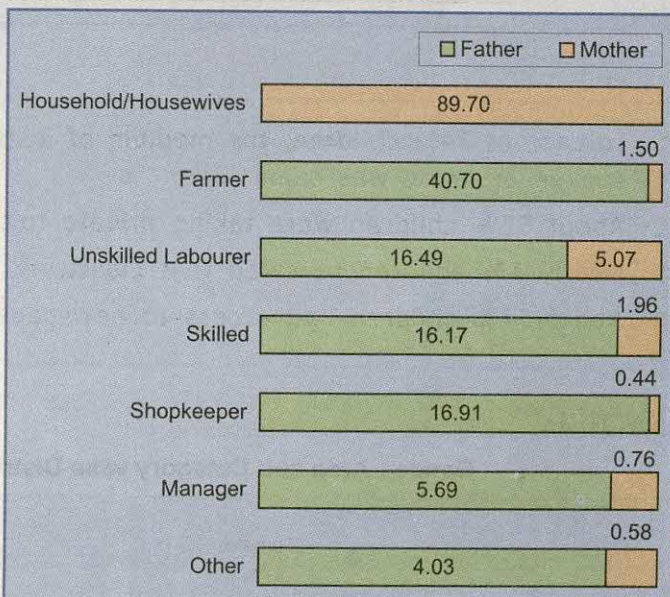
Distribution of Students on the Basis of Parents' Education



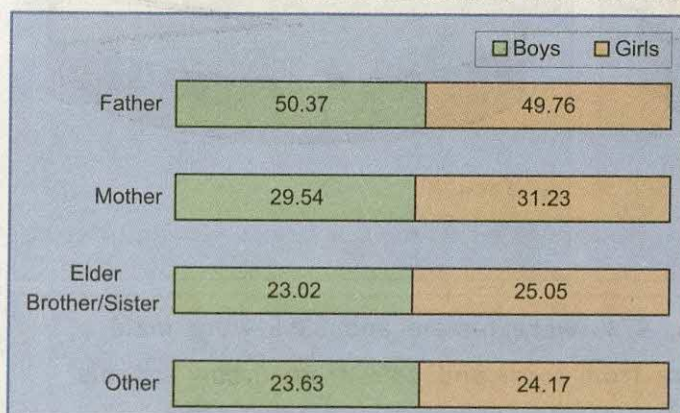
- Regarding educational status, 28% mothers were illiterate as against 12% of fathers
- Only 6% fathers studied up to degree and above level and for mothers it was 2%

Distribution of Students on Basis of Parents' Occupation

- Majority of fathers (41%) were farmers
- Majority of mothers (90%) were housewives
- Only 5.7% fathers and 0.8% mothers were manager

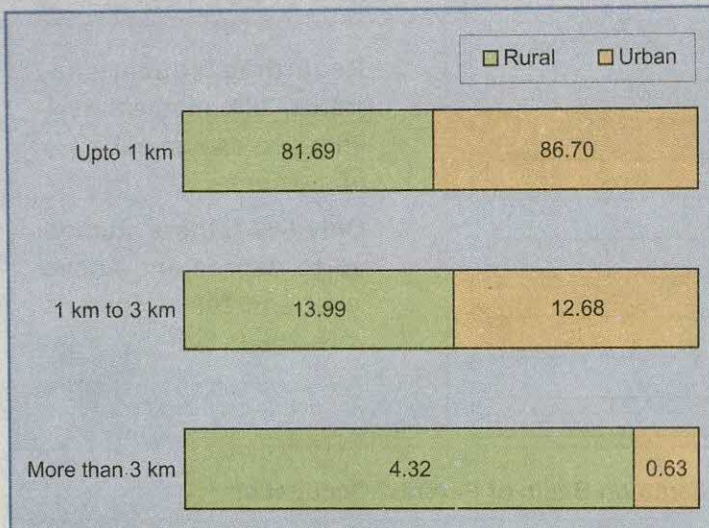


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and it was followed by mothers and elder peers

Distance of School from Home



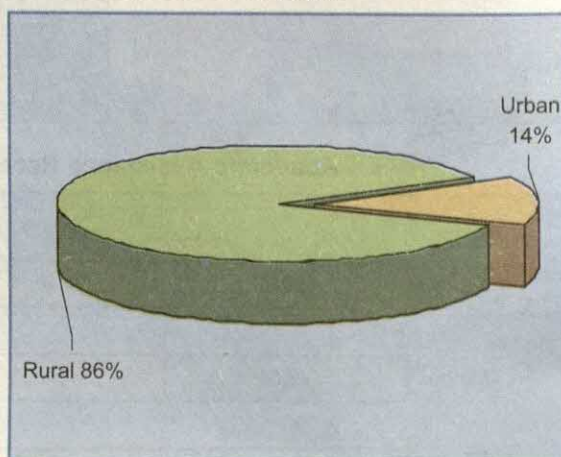
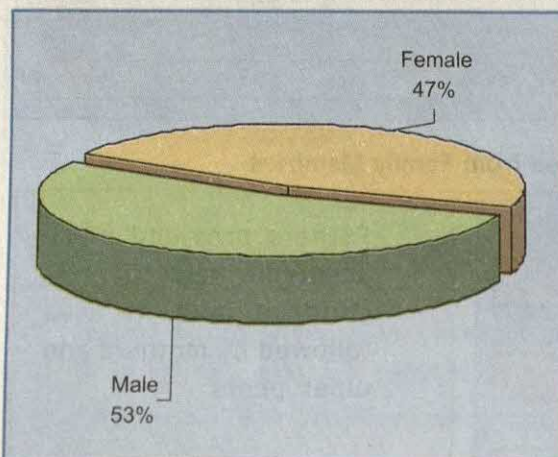
- Children from rural area covered more distance to reach school as compared to urban children
- About 18% rural children walked more than one kilometre to reach school as compared to 13% urban children

Other Trends

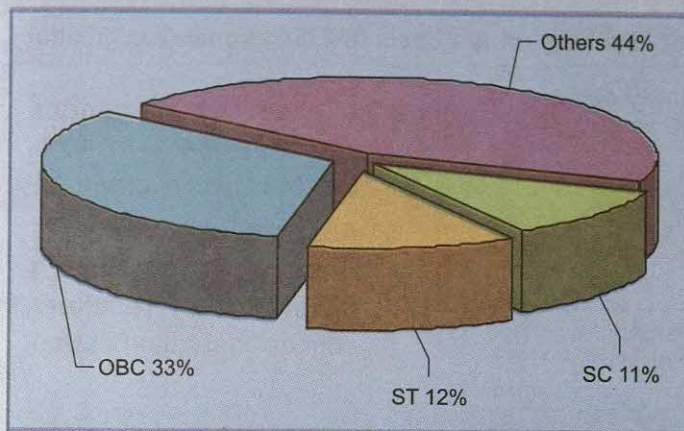
- In case of 74% children, the medium of instruction in school and language spoken at home was same
- About 50% children were taking private tuition
- Nearly 1% children revealed that classwork was checked by teachers
- About 57% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



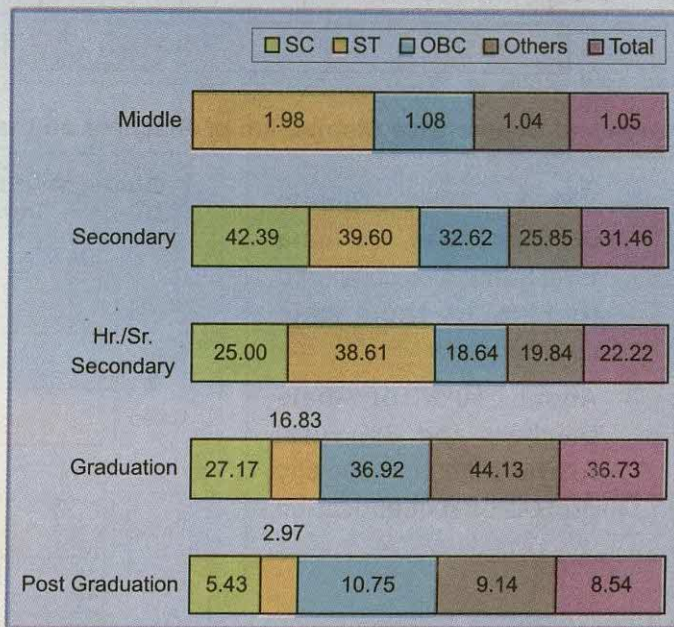
- Out of 855 sampled teachers, 47% were female and 53% were male
- Area wise, 86% teachers were from rural and 14% from urban schools



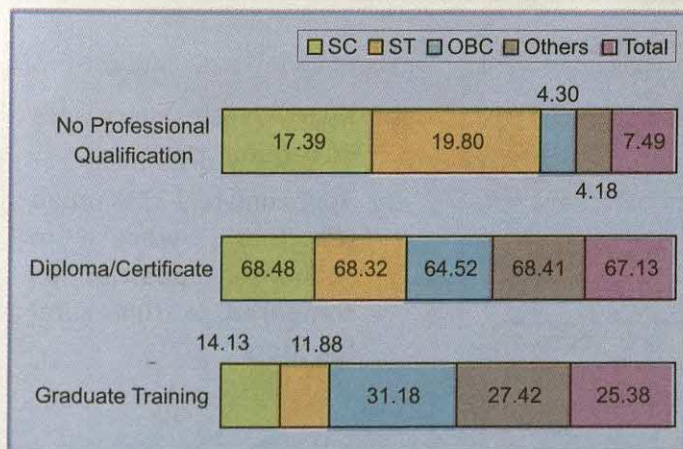
- Category wise, maximum teachers were from Others category (44%) followed by OBC (33%), ST (12%) and 11% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- About 46% teachers were graduate or post graduate
- Teachers from Others category were better educated and the trend was followed by OBC, ST and SC category

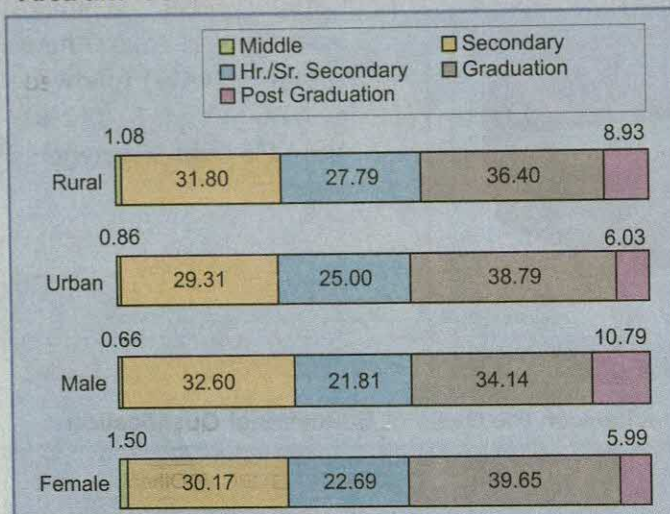


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers from each category had diploma level training
- Nearly 25% teachers had graduate level training
- About 7% teachers did not have any professional qualification

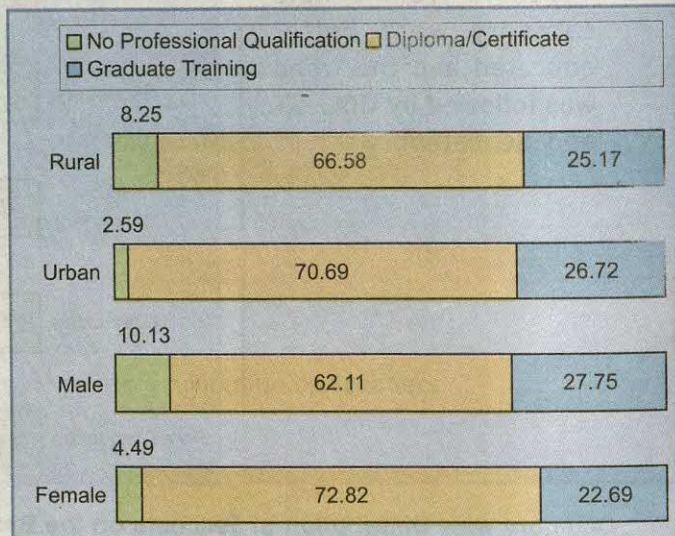
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



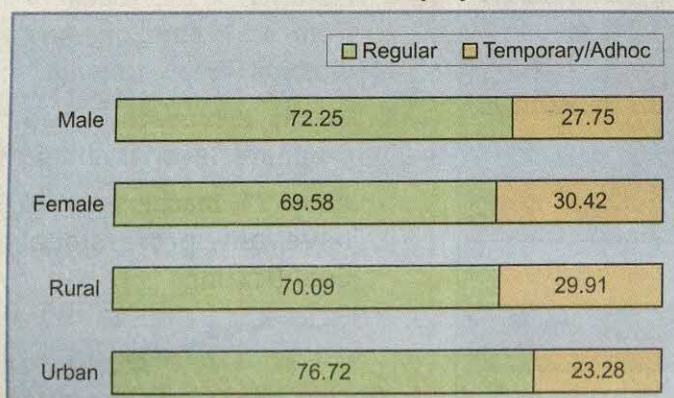
- Irrespective of gender and area, 34% to 40% teachers were graduate
- Area and gender wise, there was not much difference in teachers educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- About 73% female teachers had diploma level training as compared to 62% of their male counterparts
- About 10% of male teachers and 8% rural teachers did not have any professional qualification

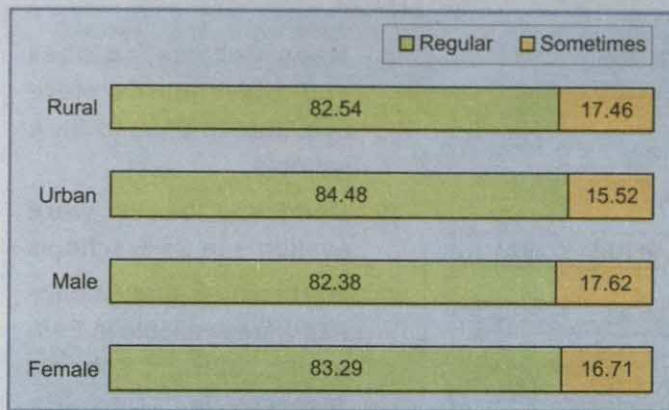


Employment Status of Teachers



- Nearly 71% teachers were in regular position
- Approximately 77% urban teachers were in permanent position as compared to 70% rural teachers

Distribution of Teachers on the Basis of Giving Homework



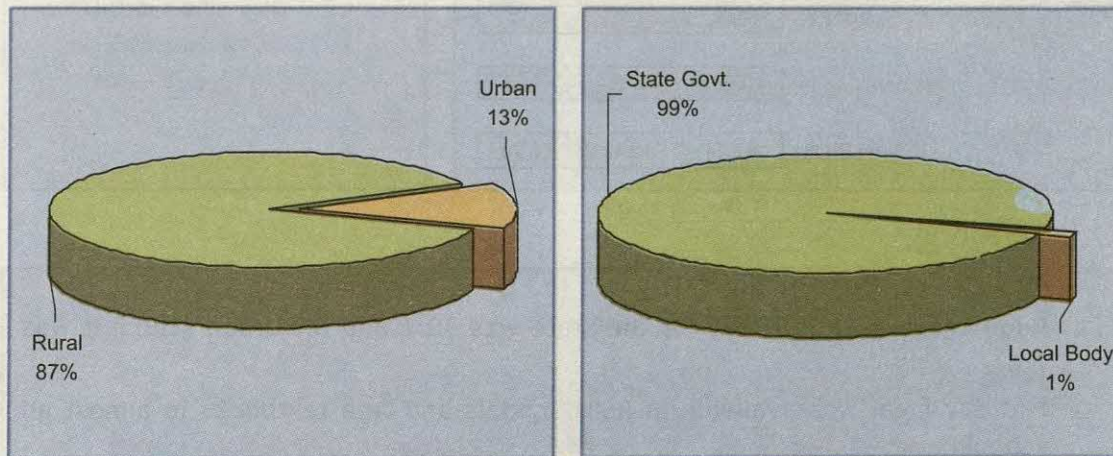
- More than 82% teachers revealed that they were giving homework to children regularly
- Gender and area wise, there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 14 years
- Majority (81%) of training programmes were conducted in Block Resource Centre and only 3% were conducted by SIE/SCERT
- Teachers diary was being maintained by 95% teachers
- Nearly 33% of teachers studied Language up to graduate level and for EVS & Mathematics it was 9% and 11% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 357 sampled schools, 87% were from rural area and 13% from urban area
- Management wise, 99% schools were managed by state government and remaining 1% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	55.48	68.09	57.14
Separate toilet facilities for girls	37.74	38.30	37.82
Electric connection for school	27.74	51.06	30.81
T.V.	21.29	38.30	23.53
Computer	8.06	12.77	8.68
Musical Instrument	15.16	17.02	15.41
Mats & Furniture for all students	18.06	21.28	18.49
Blackboard	98.39	95.74	98.04
Playground	43.55	48.94	44.26
Maps	98.06	100.00	98.32
Globes	96.45	100.00	96.92
Charts	92.90	97.87	93.56
Primary Science Kit	80.65	87.23	81.51
Mathematics Kit	85.81	72.34	84.03
Children Books	87.74	91.49	88.24

- Maps, charts, globes and blackboards were available in 94% to 98% schools
- Childrens books were available in 88% schools
- Mathematics and Science kits were available in 84% and 82% schools respectively
- Television was available in 24% schools and computers were found in 9% schools
- Separate toilet facility for girls was in 38% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio (PTR) for the state was 30:1 and for urban school it was 26:1
- Mid day meal was available in 95% schools and free textbooks in almost all schools
- Scholarship for attendance was available in only 17% schools
- Average number of working days was 217 days with 7 periods a day
- Parent teacher associations and VEC/AEC/SMC were in 97% to 98% school

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	50.71	47.69	63.94
Girls	49.82	45.89	63.60
Rural	49.76	46.90	63.02
Urban	53.35	46.50	68.16
SC	47.74	43.94	61.60
ST	45.41	41.33	58.08
OBC	51.28	48.72	64.88
Others	55.91	51.68	69.57
Total	50.29	46.84	63.77

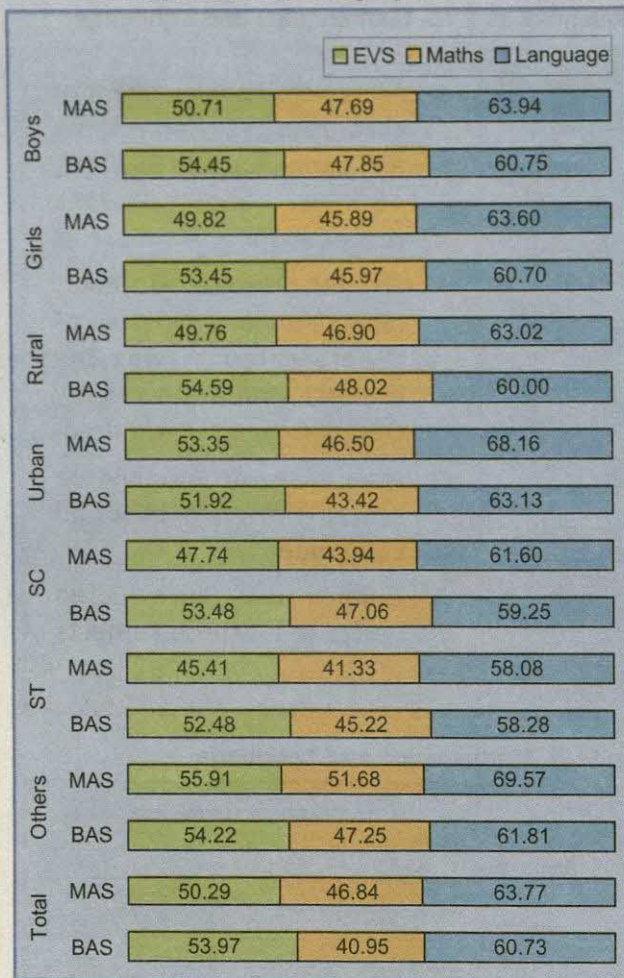
- The overall achievement of children in EVS, Mathematics and Language was 50.29%, 46.84% and 63.77% respectively
- In all three subjects, performance of children of Others category was the highest and followed by OBC, SC and ST children
- Area wise, urban children scored better in EVS and Language
- Gender wise, boys scored better in all three subjects

District wise Achievement in EVS, Mathematics and Language

- Achievement of children in Nayagarh district was the highest and was the lowest in Sambalpur district in all three subjects

	EVS	Maths	Language
Sambalpur	35.73	36.13	53.97
Koraput	50.18	47.35	68.27
Balangir	44.88	43.97	59.28
Mayurbhanj	54.60	51.08	65.85
Nabarangapur	49.07	41.18	60.83
Kandhamal	45.45	42.73	59.65
Angul	42.01	37.31	57.91
Baleswar	57.92	52.45	67.15
Nayagarh	62.76	58.89	71.55
Jagatsinghapur	56.89	54.02	69.67
Puri	42.35	43.32	60.43
Orissa	50.29	46.84	63.77

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

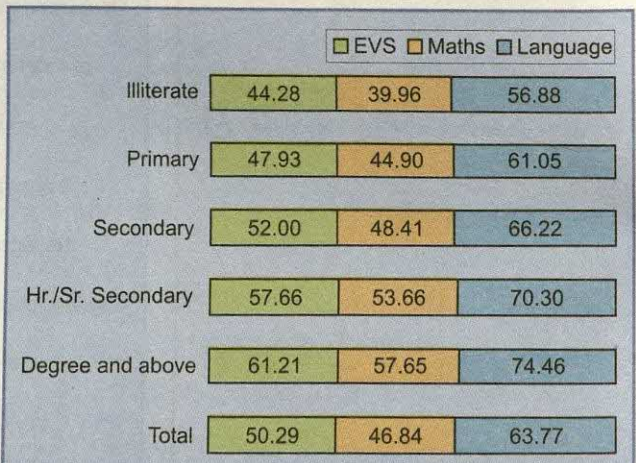


- In Mathematics and Language, the achievement of students increased by 3% to 6% during MAS from BAS
- Achievement of urban children increased significantly in all three subjects during MAS from BAS
- In ST category the achievement declined during MAS from BAS in all three subjects

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was 16% more than children of illiterate fathers
- Fathers education positively influenced achievement in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	45.22	41.84	58.19
Primary	50.17	46.86	63.33
Secondary	55.06	51.88	68.95
Hr./Sr. Secondary	60.49	55.45	73.93
Degree and above	62.58	60.22	76.87
Total	50.29	46.84	63.77

- Achievement of children increased by 17% - 19% when mothers education increased from illiterate to degree and above level
- Mothers education positively influenced achievement in all three subjects

Effect of Father's Occupation on Achievement

- Achievement of children increased by nearly 14% when fathers occupation varied from unskilled labourer to manager
- Occupation of fathers had positively influenced the learning achievement of children

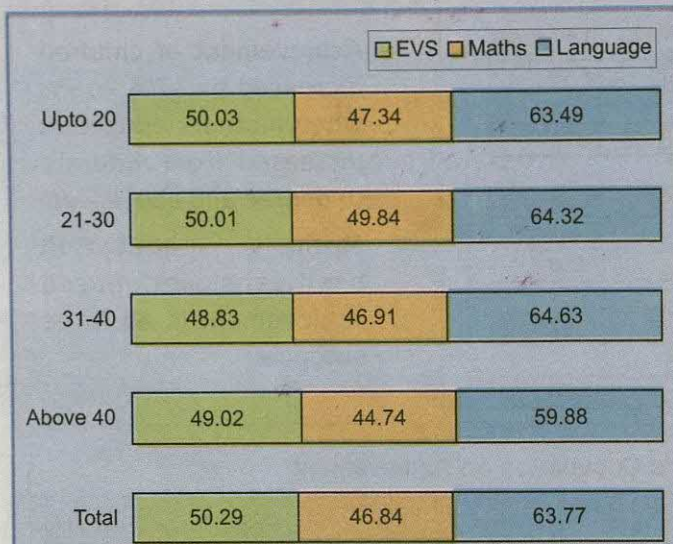
	EVS	Maths	Language
Farmer	48.30	44.70	60.72
Unskilled Labourer	45.71	43.19	59.14
Skilled	53.68	49.20	68.62
Shopkeeper	53.06	49.87	67.33
Manager	59.69	54.46	72.55
Other	50.62	50.40	66.85
Total	50.29	46.84	63.77

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	50.35	46.74	63.72
Farmer	47.40	41.25	59.86
Unskilled Labourer	46.24	45.09	59.95
Skilled	52.88	51.18	70.73
Shopkeeper	47.84	47.47	66.37
Manager	63.67	63.88	77.94
Other	58.76	54.72	71.84
Total	50.29	46.84	63.77

- Children of mothers who were manager performed better in all three subjects
- Occupation of mothers had positively influenced the learning achievement of children

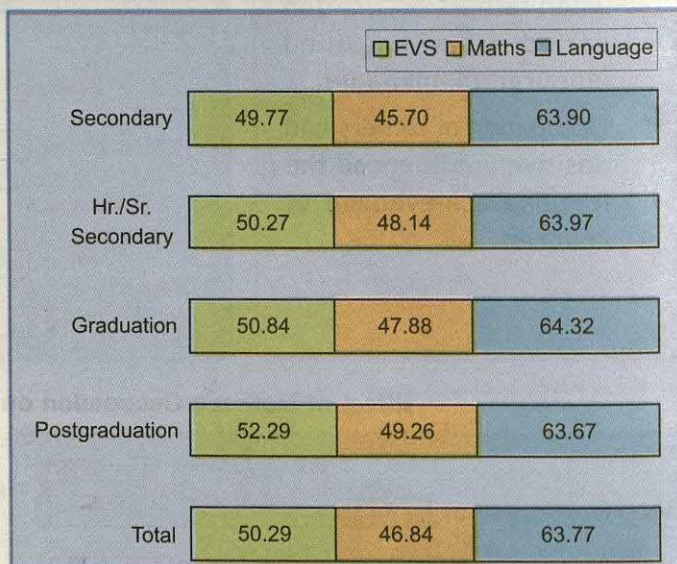
Effect of Pupil Teacher Ratio on Achievement



➡ Achievement of children was reasonably better when PTR was up to 30

Effect of Teachers Educational Qualification on Achievement

➡ Achievement in EVS and Mathematics was better when postgraduate teachers taught the children



Other Trends

- ➡ Children performed significantly better when they took private tuition in all three subjects
- ➡ Academic help from family members showed significant effect on achievement in all three subjects
- ➡ Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	50.64	-	40.37	-	55.59	-
Infrastructure Index	0.329	0.03	0.265	0.03	0.345	0.03
Instructional Facility Index	0.288	0.02	0.402	0.05	0.867	0.08
Auxiliary Facility Index	0.186	0.01	0.285	0.03	0.870	0.08
Human Resource Index	8.151**	0.15*	5.373**	0.12	10.374**	0.18*
Community Participation Index	4.663**	0.10	8.458**	0.15*	4.303**	0.10
Inspection of Schools	0.578	0.05	0.184	0.03	0.220	0.02
R^2	0.042		0.03		0.089	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 4.2% in EVS, 3.0% in Mathematics and 8.9% in Language
- Community participation and more number of teachers had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	49.23	-	46.17	-	62.78	-
Teacher Efficiency Index	2.234**	0.08	2.474**	0.09	1.392*	0.08
Teacher Professionalism Index	4.179**	0.12*	3.552**	0.11*	4.442**	0.12*
R^2	0.02		0.022		0.032	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 2% in EVS, 2.2% in Mathematics and 3.2% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	47.41	-	44.98	-	61.11	-
Socio-economic Index	5.096**	0.12**	5.341**	0.13**	4.916**	0.11**
Supplementary Helping Index	5.020**	0.12**	4.662**	0.11**	5.652**	0.12**
Student Attendance	0.719	0.05	0.321	0.02	1.023	0.05
Distance from Home to School	-0.378	-0.03	-0.221	-0.02	-0.532	-0.04
R ²	0.09		0.082		0.111	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 9% in EVS, 8.2% in Mathematics and 11.1% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal and percentage
- In Language, children performed reasonably well in all competencies

TEST CHARACTERISTICS

- About 53% items in EVS and Mathematics, 15% items in Language were either difficult or very difficult
- Nearly 90% - 93% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 36% children in EVS, 45% children in Mathematics and 13% children in Language scored less than 40% marks
- Nearly 6% to 8% children scored more than 80% marks in EVS and Mathematics as compared to 19% in Language
- In descriptive questions of language, 11% children scored 10 out of 10 and 28% children scored zero
- In Mathematics, children performed better in HCF/LCM and fundamental operations
- In Language, children performed better in vocabulary and spelling

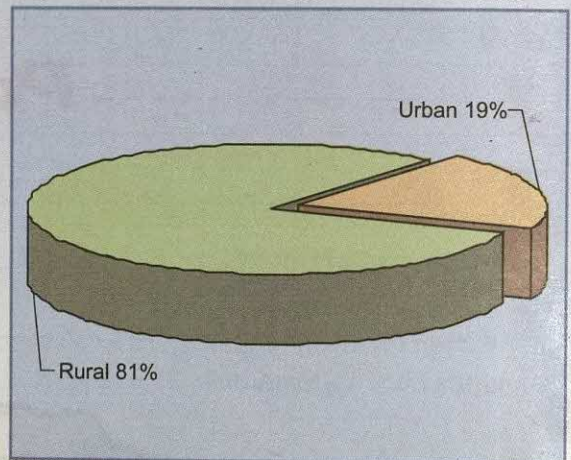
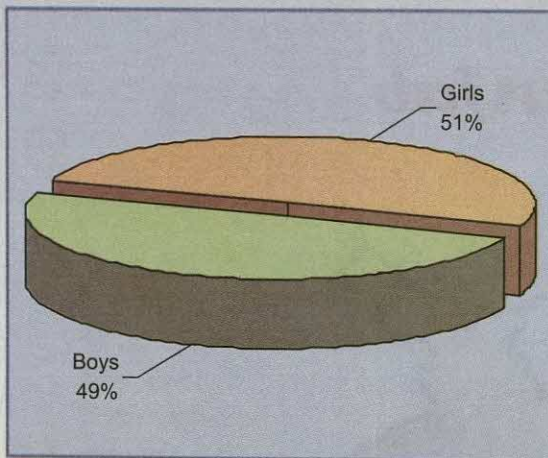
Punjab



PROFILES

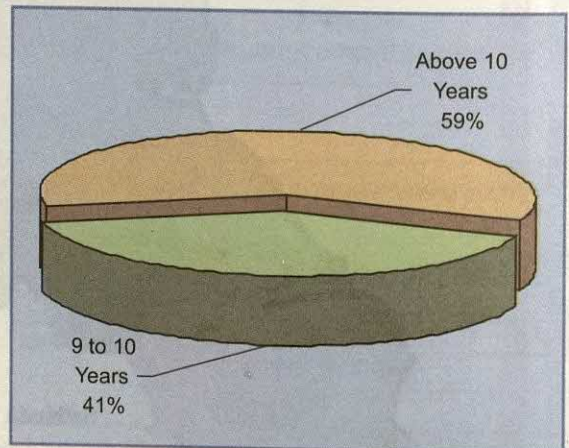
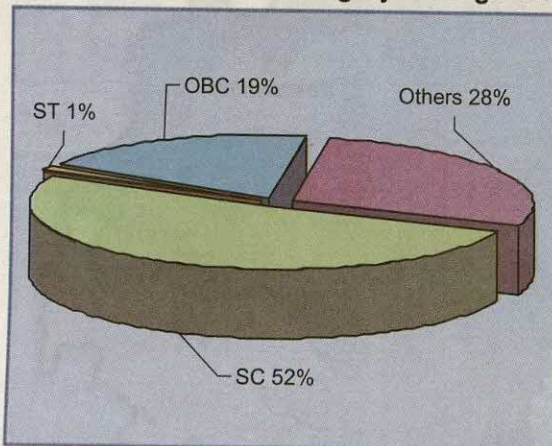
PUPIL

Gender and Area wise Distribution of Children



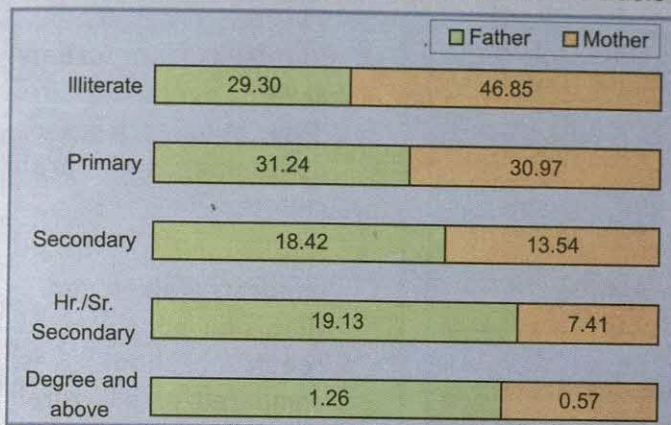
- A total of 3345 children from 9 districts were sampled from the state. Within the sample, 49% were boys and 51% were girls
- Area wise, 81% children were from rural area and 19% from urban area

Category and Age wise Distribution of Children



- Social group wise, 52% children belonged to SC category and only 1% from ST category
- Age wise, 59% children were above 10 years of age

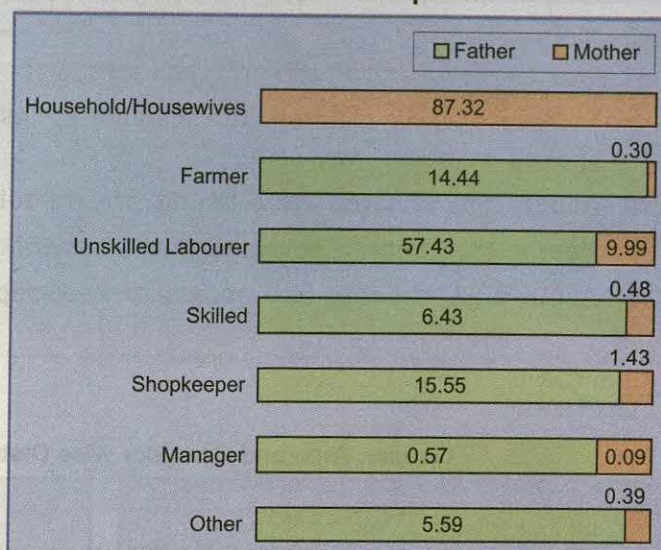
Distribution of Students on the Basis of Parents' Education



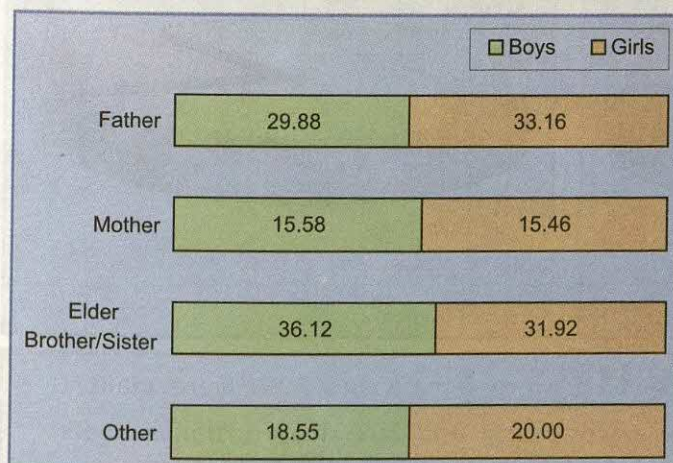
- Regarding educational status, 47% mothers were illiterate as against 29% fathers
- Only 1.3% fathers studied up to degree and above level and for mothers it was only 0.6%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (57%) were unskilled labourer
- Majority of mothers (87%) were housewives
- Very few parents were managers

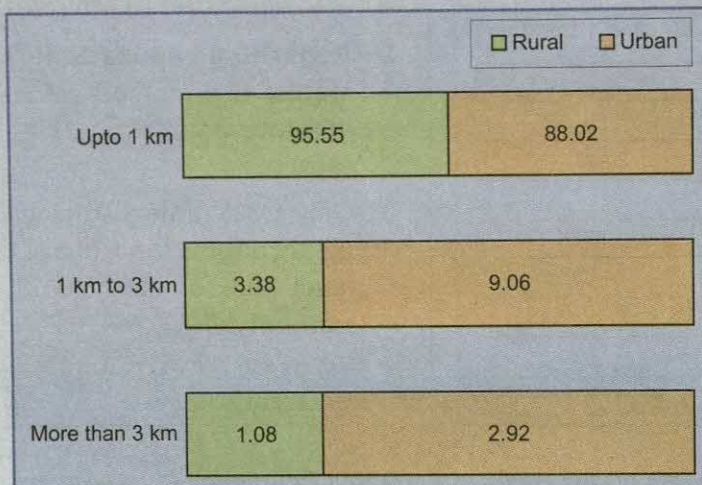


Academic Assistance Received from Family Members



- Elder peers provided more academic help to their siblings
- Only 15% mothers helped their children in academic activities

Distance of School from Home



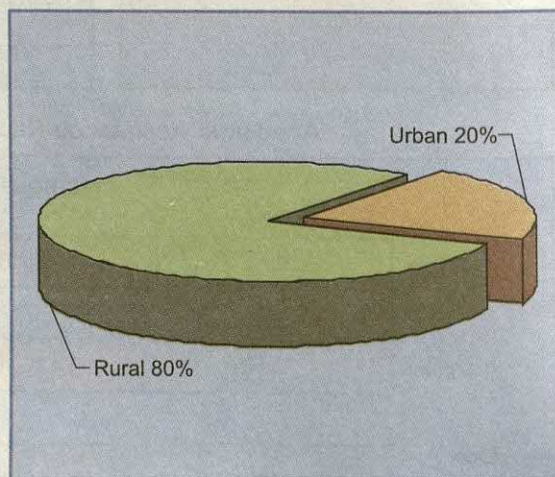
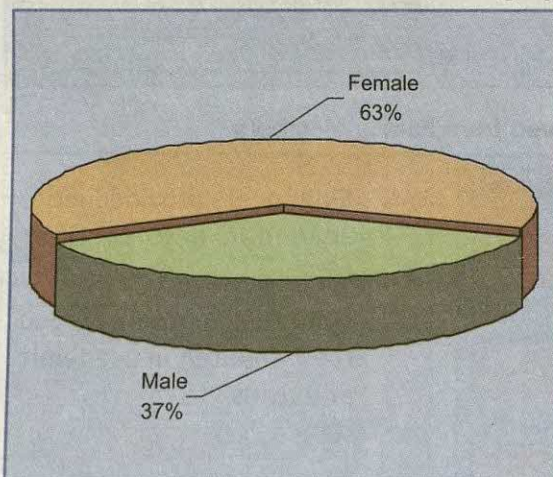
- Children from urban area covered more distance to reach school as compared to rural children
- About 12% urban children walked more than one kilometer to reach school as compared to 4% rural children

Other Trends

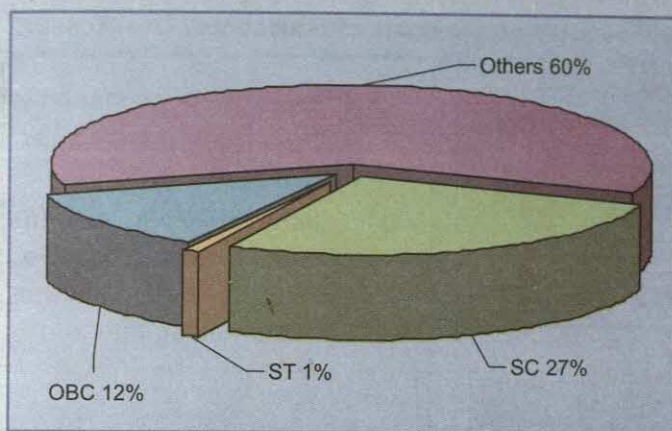
- In case of 96% children, the medium of instruction in school and language spoken at home was same
- About 25% children were taking private tuitions
- Nearly 1% children revealed that classwork was checked by teachers
- About 52% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



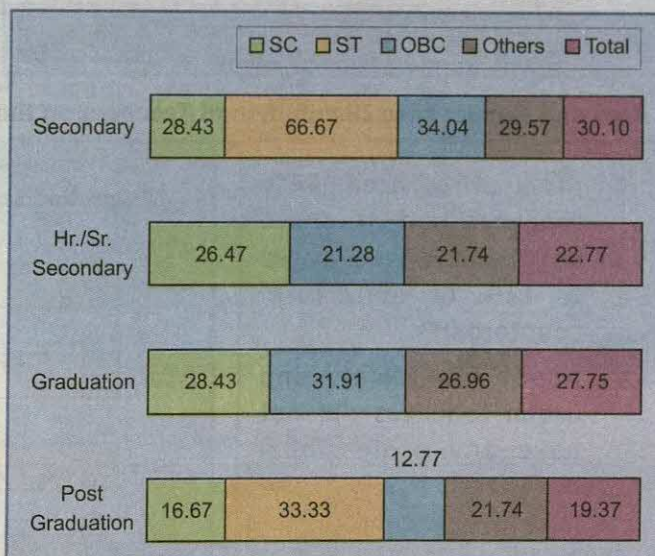
- Out of 382 sampled teachers, 63% were female and 37% were male
- Area wise, 80% teachers were from rural and 20% from urban schools



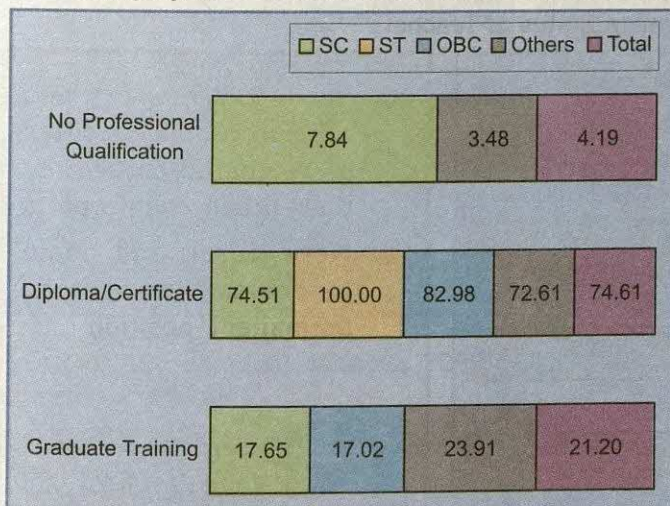
- Category wise, maximum teachers were from Others category (60%) followed by SC (27%), OBC (12%) and only 1% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Nearly 19% teachers were postgraduate
- About 49% teachers from Others category studied up to either graduate or post graduate level

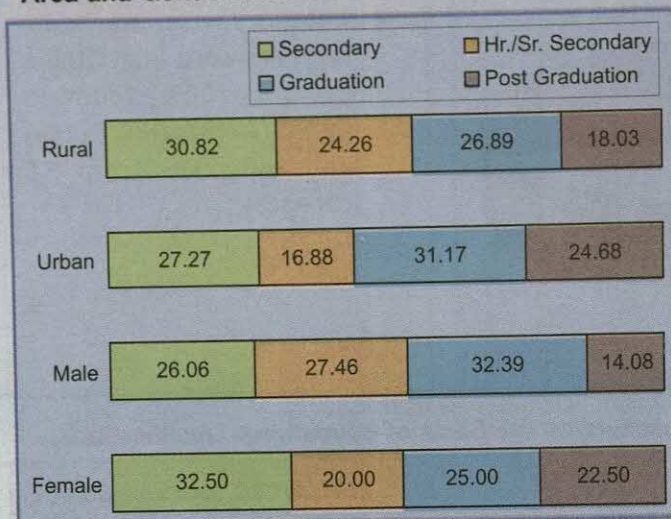


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from each category had diploma level training
- About 24% teachers from Others category had graduate level training
- About 4% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



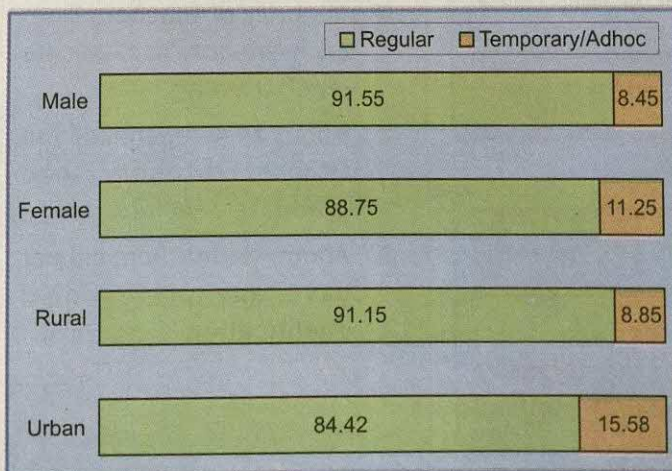
- Irrespective of gender and area, 25% to 32% teachers were graduate
- Teachers from urban school and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 34% teachers had graduate level training as compared to 18% of their rural counterparts
- About 6% female and urban teachers did not have any professional qualification

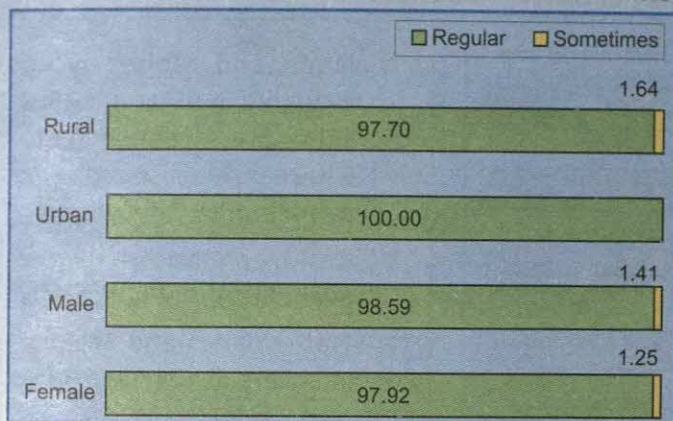


Employment Status of Teachers



- Nearly 91% rural teachers were in regular position as compared to 84% of their urban counterparts
- More rural and male teachers were in permanent position

Distribution of Teachers on the Basis of Giving Homework



➤ More than 98% teachers revealed that they were giving homework to children regularly

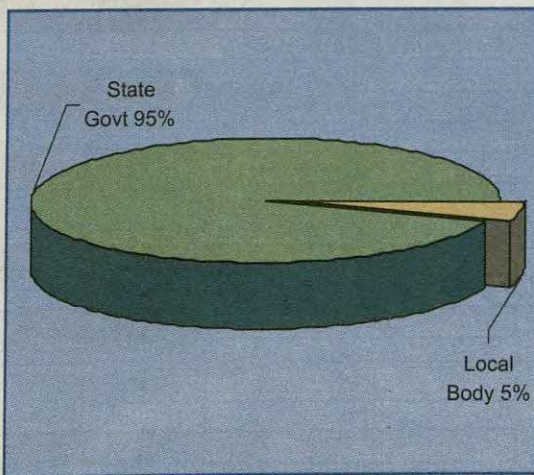
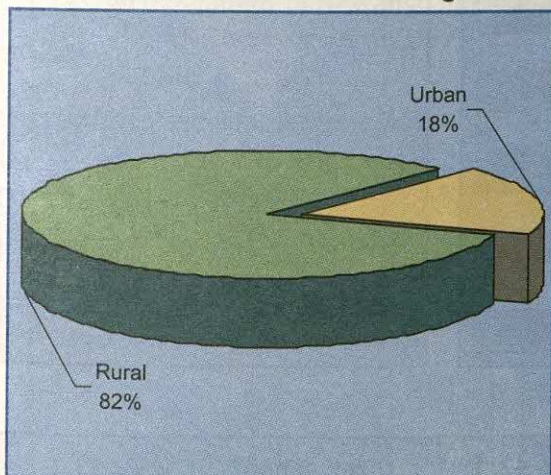
➤ Gender and area wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 14 years
- Majority (75)% of training programmes were conducted in DIET and only 3% were conducted in School Complex
- Teachers diary was being maintained by 63% teachers
- About 72% to 77% teachers studied Social Science and Mathematics up to secondary level

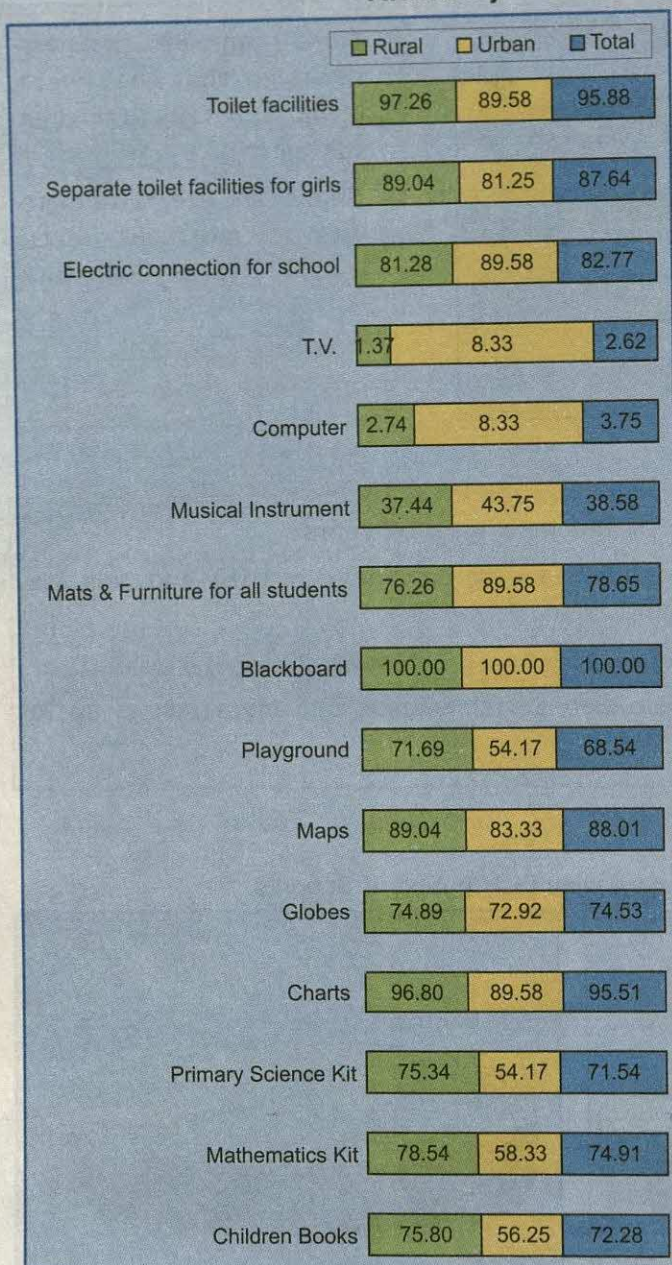
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 186 sampled schools, 82% were from rural area and 18% from urban area
- Management wise, 95% schools were managed by state government and remaining 5% by local body

Availability of School Resources



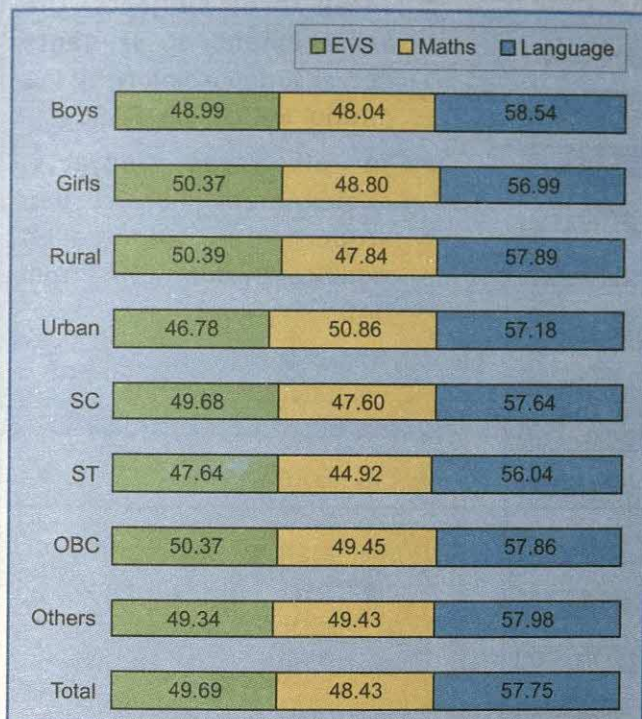
- Maps and globes were available in 88% and 75% schools respectively whereas blackboard was available in all schools
- Children books were available in 72% schools
- Mathematics and Science kits were available in 75% and 72% schools respectively
- Television was available in 3% schools and computers were found in 4% schools
- Separate toilet facility for girls was in 88% schools
- Electric connection was available in 83% schools

Other Trends

- Pupil teacher ratio for the state was 42:1, for rural schools it was 43:1
- Free textbooks were available in 97% schools
- Average number of working days was 194 days with 8 periods a day
- Parent teacher associations were existing in 89% schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

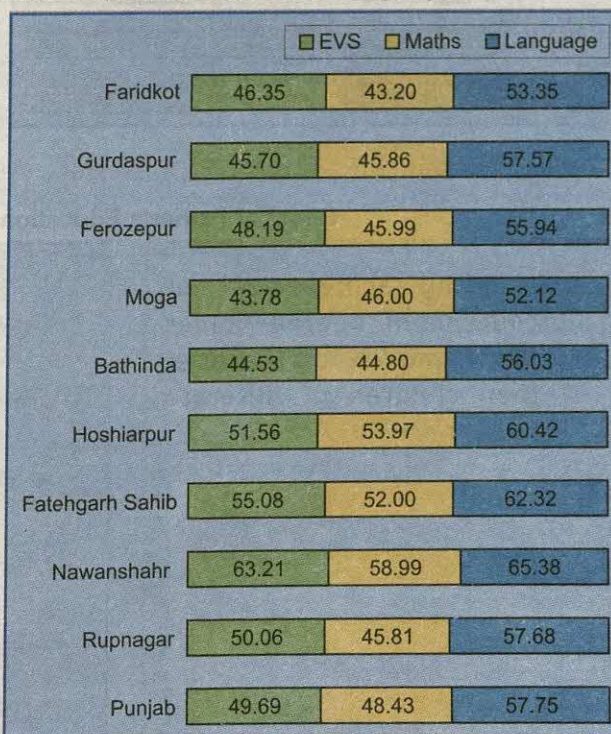
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



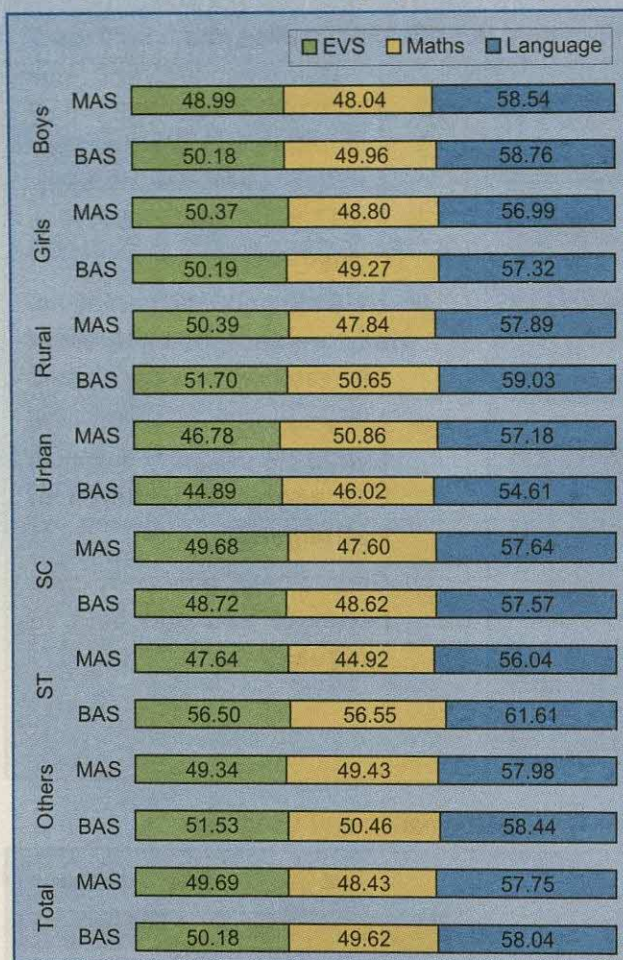
- The overall achievement of children in EVS, Mathematics and Language was 49.69%, 48.43% and 57.75% respectively
- In EVS and Mathematics, performance of children of OBC category was the highest
- Area wise, rural children scored significantly better in EVS and urban children in Mathematics
- Gender wise, girls performed better in EVS and boys in Language

District wise Achievement in EVS, Mathematics and Language

- Achievement in Nawanshahr was the highest in all three subjects
- Achievement in Moga was the lowest in EVS and Language
- Children from Faridkot performed poorly in Mathematics



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

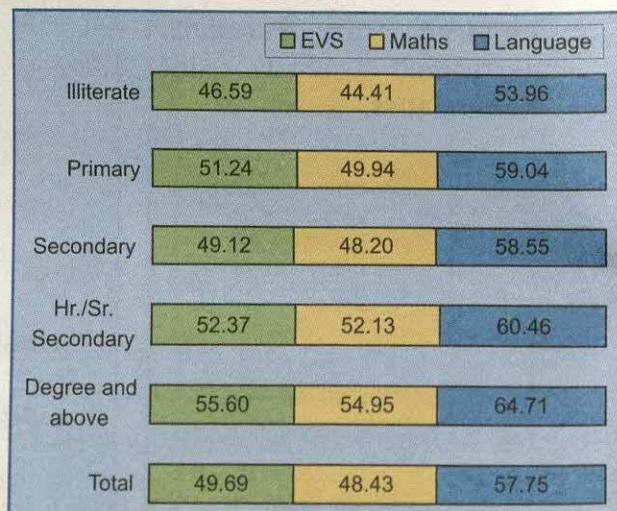


- In all three subjects, the achievement of students decreased marginally by 1% during MAS from BAS
- In all three subjects, achievement of urban students increased significantly during MAS from BAS

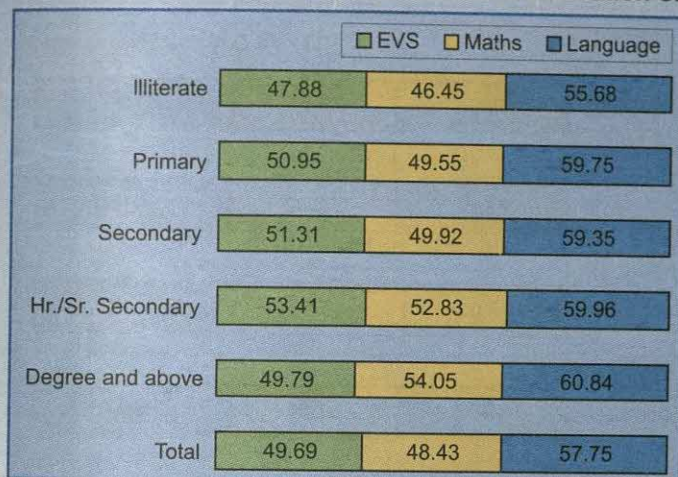
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was 9% to 11% better than children of illiterate fathers



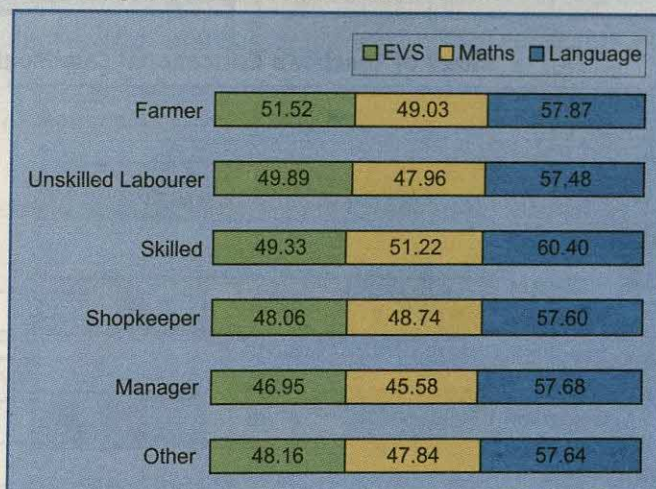
Effect of Mother's Education on Achievement



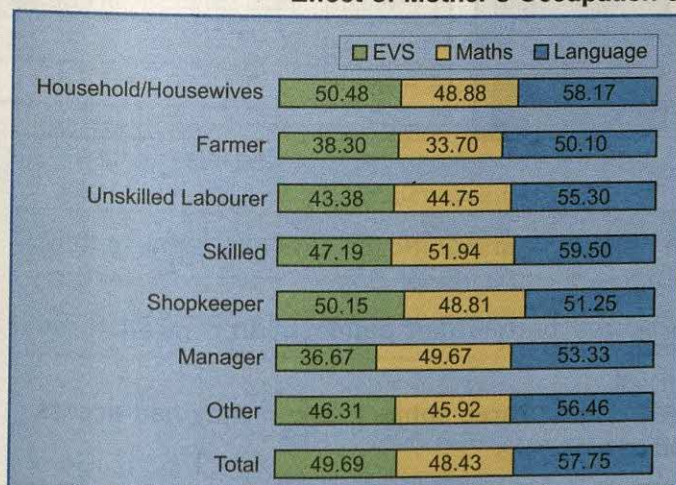
➤ Achievement in Mathematics and Language increased by 2% - 8% when mothers education increased from illiterate to degree and above level

Effect of Father's Occupation on Achievement

➤ Children of fathers who were skilled workers performed better in Mathematics and Language



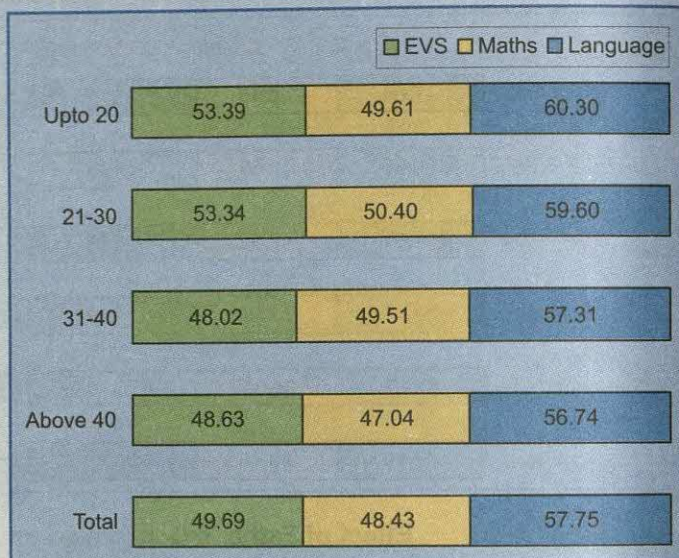
Effect of Mother's Occupation on Achievement



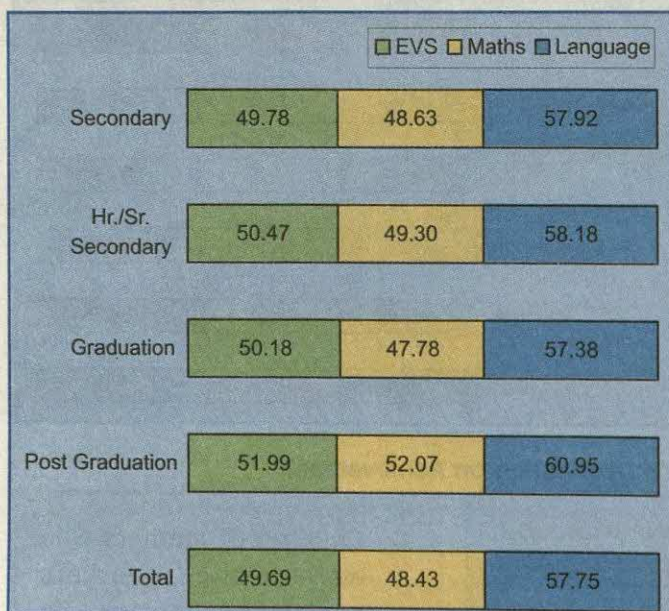
➤ Children of mothers who were skilled workers performed better in Mathematics and Language

Effect of Pupil Teacher Ratio on Achievement

- Children performed better in all three subjects when the PTR was up to 30



Effect of Teacher's Educational Qualification on Achievement



- Achievement in all three subjects was better when teachers of postgraduate qualification taught the children

Other Trends

- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	37.93	-	40.73	-	53.85	-
Infrastructure Index	0.237	0.03	0.310	0.03	0.141	0.01
Instructional Facility Index	0.740	0.05	0.330	0.03	0.243	0.02
Auxiliary Facility Index	1.648	0.08	1.744	0.08	1.251	0.08
Human Resource Index	9.718**	0.13	5.616**	0.12	3.556**	0.09
Community Participation Index	1.789	0.08	0.490	0.05	0.619	0.05
Inspection of Schools	2.193*	0.10	0.225	0.02	1.431	0.08
R^2	0.058		0.034		0.021	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 5.8% in EVS, 3.4% in Mathematics and 2.1% in Language
- Inspection of schools and more number of teachers had significant impact on EVS achievement
- More number of teachers in school had significant impact on Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	49.19	-	48.25	-	57.73	-
Teacher Efficiency Index	2.926*	0.09	2.254*	0.08	2.493*	0.09
Teacher Professionalism Index	5.009**	0.15*	3.516*	0.10*	1.826*	0.08
R^2	0.038		0.022		0.021	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 3.8% in EVS, 2.2% in Mathematics and 2.1% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in-service training) and teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	50.10	-	48.69	-	57.76	48.69
Socio-economic Index	2.796**	0.08*	3.122**	0.09*	2.909**	3.122**
Supplementary Helping Index	2.737**	0.08*	2.430**	0.08*	1.081*	2.430
Student Attendance	1.101	0.05	0.111	0.01	0.123	0.02
Distance from Home to School	0.018	0.01	-0.232	-0.02	0.321	0.03
R^2	0.016		0.018		0.014	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 1.6% in EVS, 1.8% in Mathematics and 1.4% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal and measurement
- In Language, children performed reasonably well in all competencies

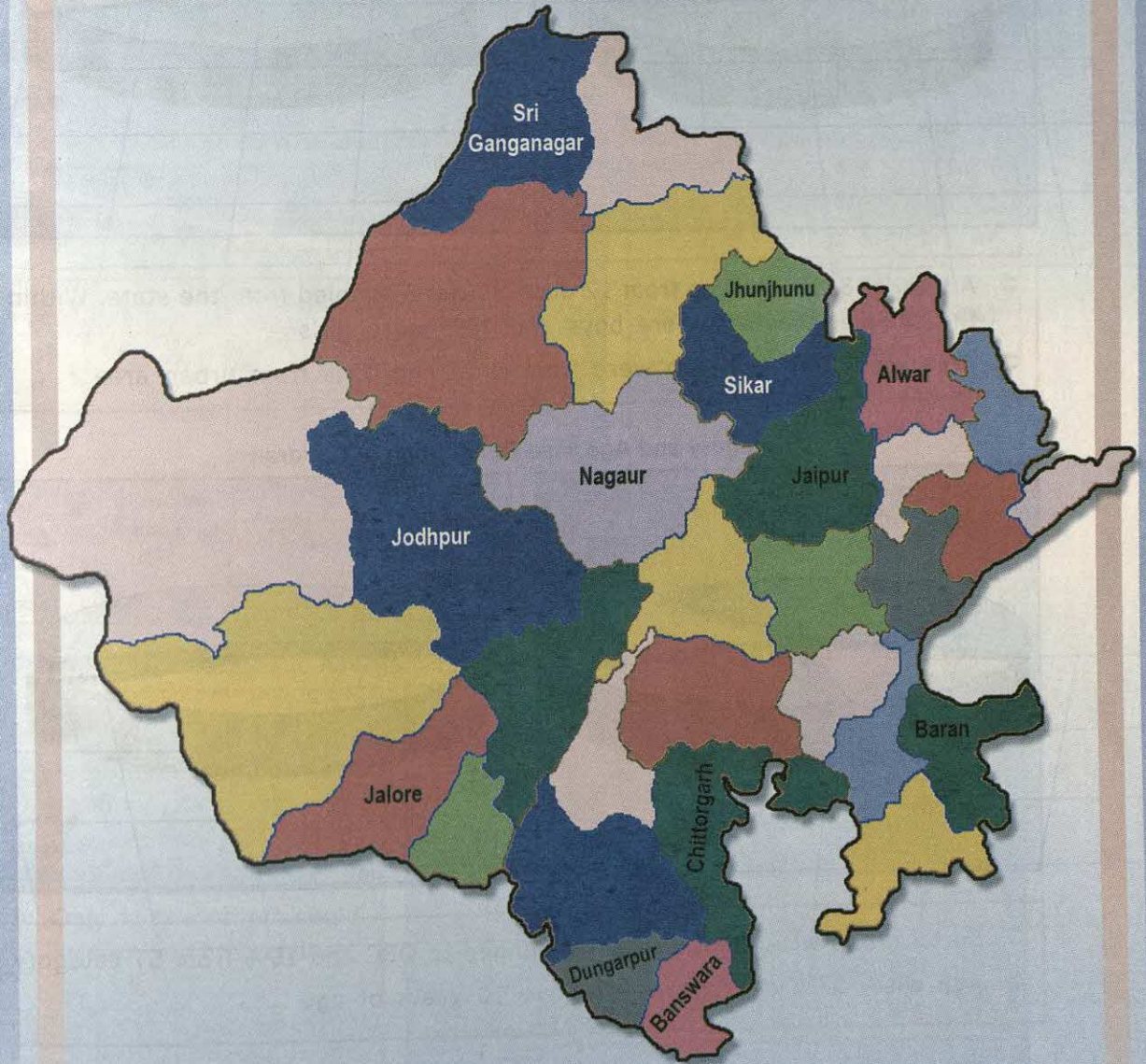
TEST CHARACTERISTICS

- About 48% items in EVS and Mathematics, 30% items in Language were either difficult or very difficult
- Nearly 90% - 93% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 75%
- All three tests had good reliability coefficient ranging from 0.7 to 0.87

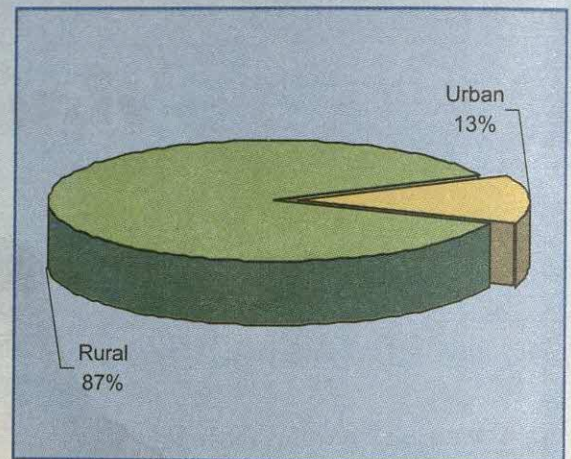
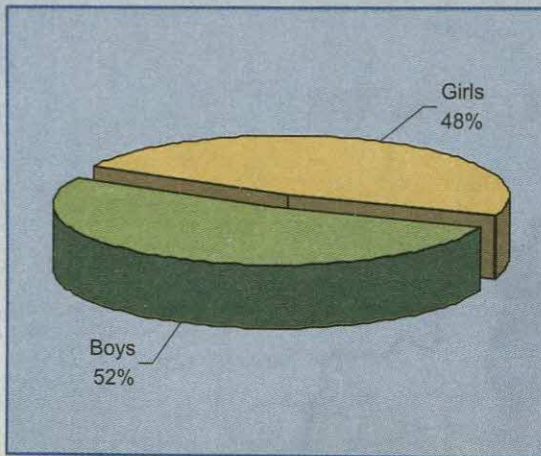
OTHER TRENDS

- About 39% to 40% children scored less than 40% marks in EVS and Mathematics as compared to 17% in Language
- About 4% to 6% children scored more than 80% marks in EVS, Mathematics and Language
- In descriptive questions of Language, 24% children scored 10 out of 10 and 14% children scored zero
- In Mathematics, children performed better in simple interest and profit & loss
- In Language, children performed better in vocabulary and structure of sentences

Rajasthan

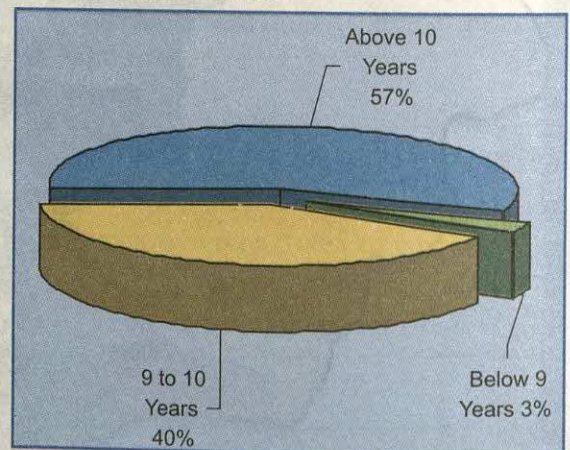
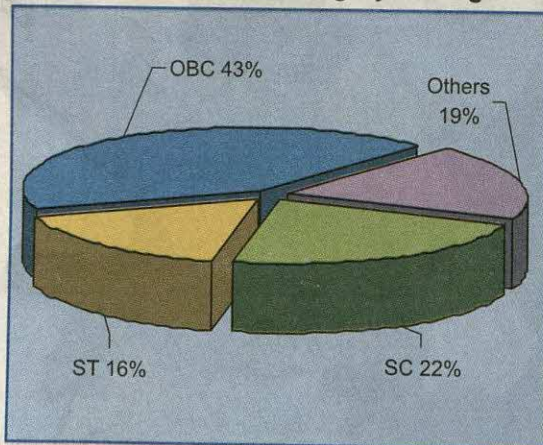


Gender and Area wise Distribution of Children



- A total of 3538 children from 12 districts were sampled from the state. Within the sample, the 52% were boys and 48% were girls
- Area wise, 87% children were from rural and 13% from urban area

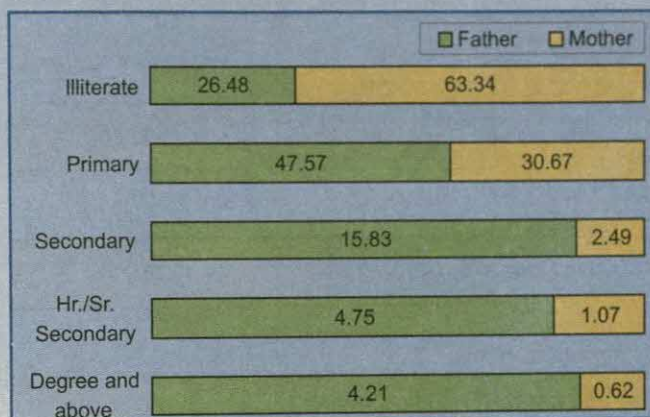
Category and Age wise Distribution of Children



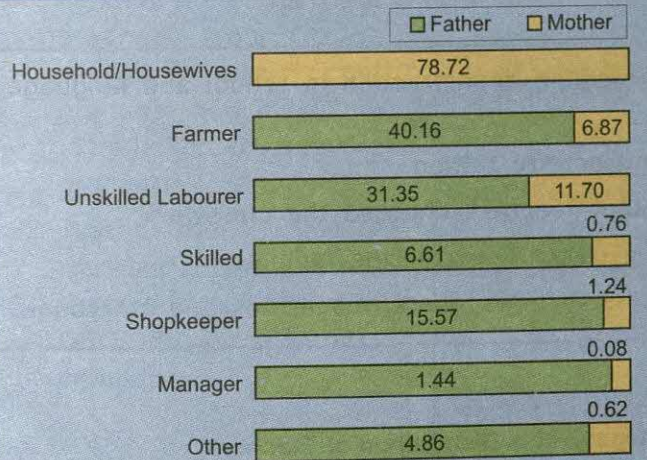
- Social group wise, 43% children belonged to OBC and 16% from ST category
- Age wise, 57% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 63% mothers were illiterate as against 26% fathers
- Only 4% fathers studied up to degree and above level and for mothers it was only 0.6%



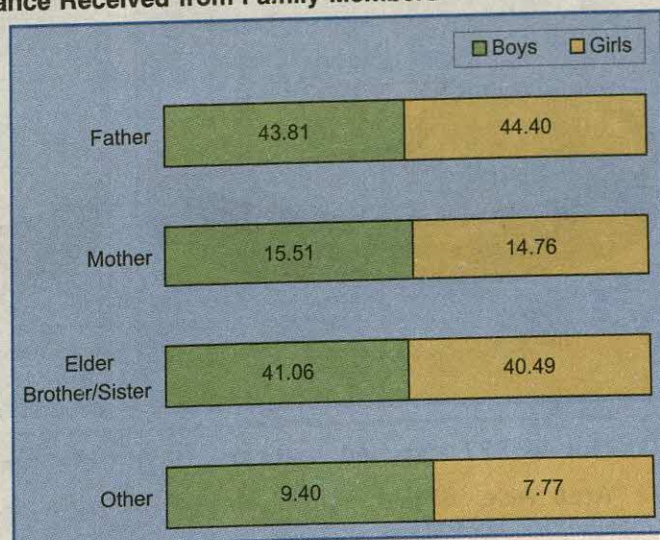
Distribution of Students on the Basis of Parents' Occupation



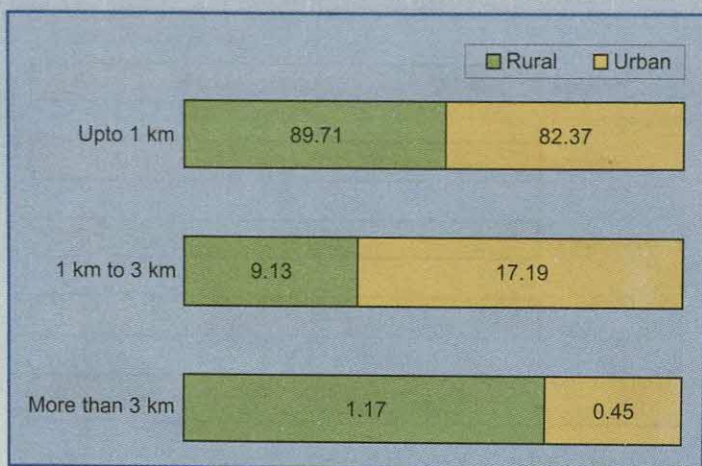
- Majority of fathers (72%) were either farmers or unskilled labourer
- Majority of mothers (79%) were housewives
- Only 1% fathers and very few mothers were manager

Academic Assistance Received from Family Members

- Fathers provided more academic help to their children and it was followed by elder peers and mothers
- Only 15% mothers could able to help their children



Distance of School from Home



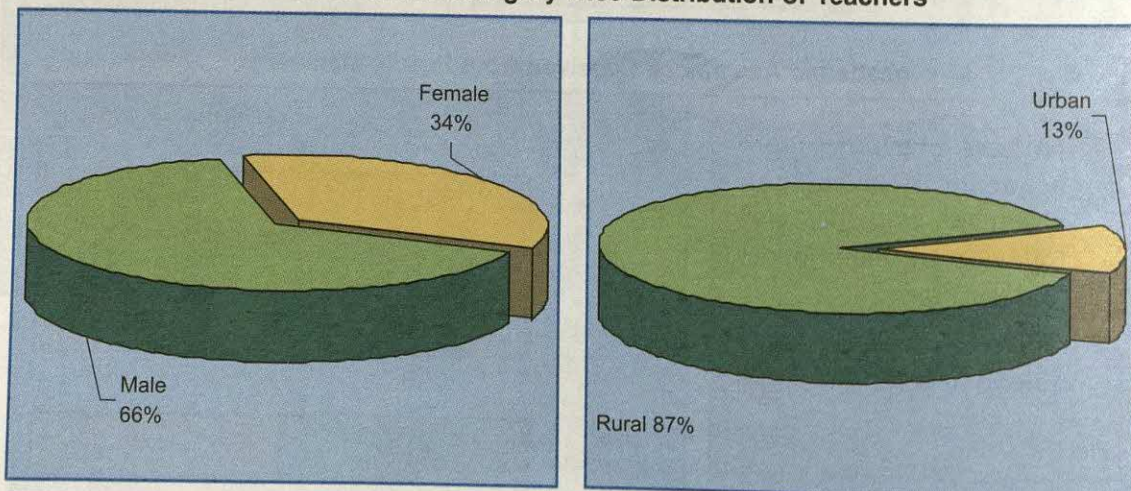
- Children from urban area covered more distance to reach school as compared to rural children
- About 18% urban children covered more than one kilometre to reach school as compared to 10% rural children

Other Trends

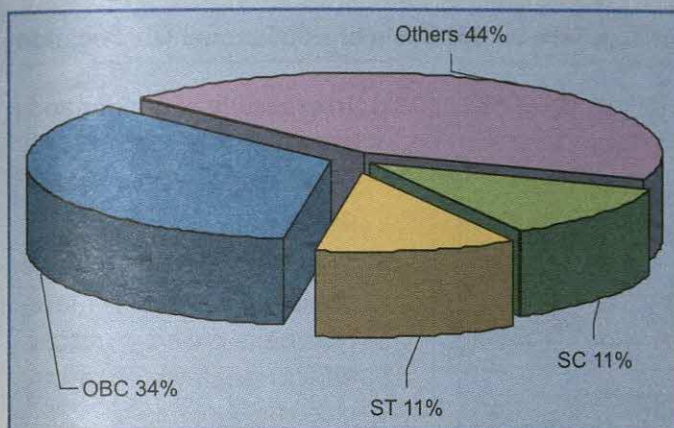
- In case of 33% children, the medium of instruction in school and language spoken at home was same
- About 6% children were taking private tuition
- Nearly 1% children revealed that teachers checked the classwork
- About 24% children were from Below Poverty Line families
- Nearly, 63% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



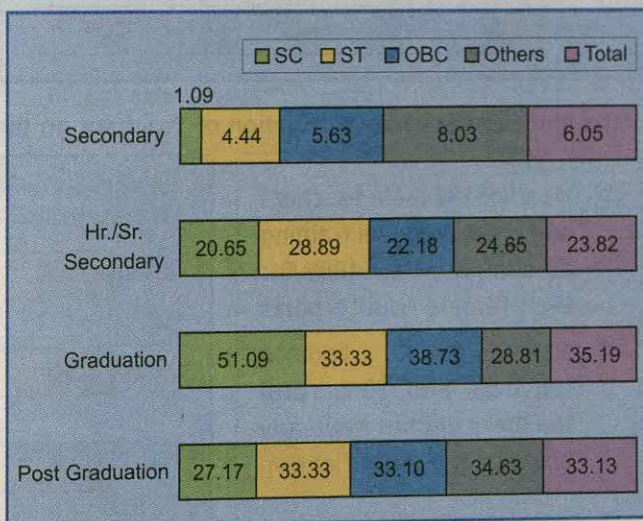
- Out of 827 sampled teachers, 34% were female and 66% were male
- Area wise, 87% teachers were from rural and 13% from urban schools



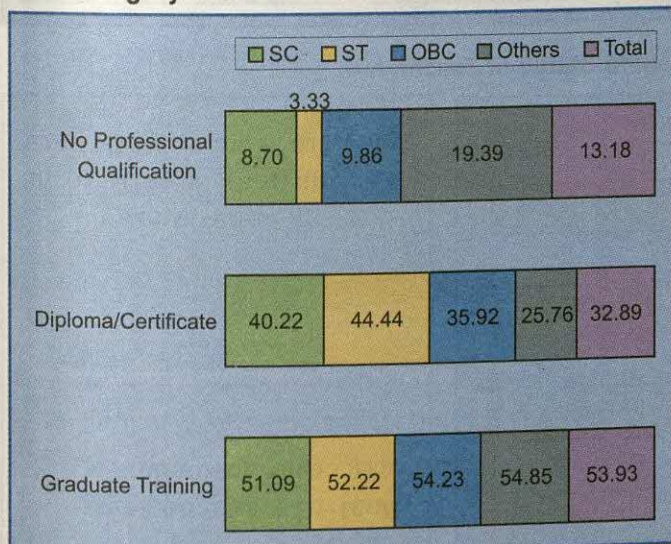
- Category wise, maximum teachers were from Others category (44%) followed by OBC (34%) and 11% each from SC and ST categories

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Maximum (35%) of teachers from Others category were post graduate and maximum (51%) SC teachers were graduate
- Teacher from SC category were better educated and the trend was followed by OBC, ST and Others category

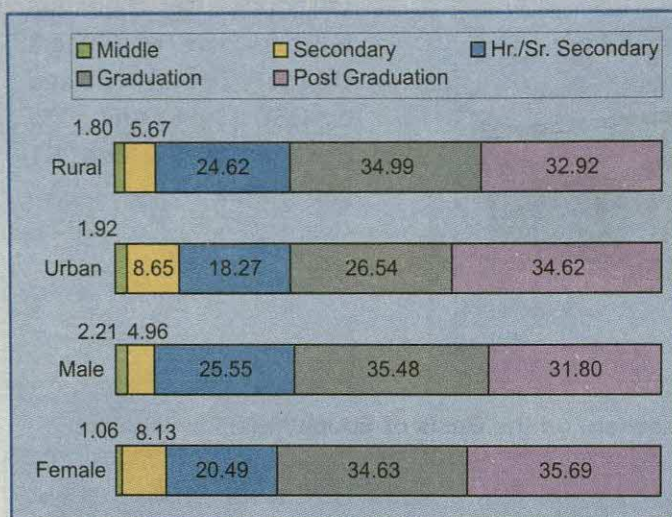


Category wise Distribution of Teachers on the Basis of Professional Qualification



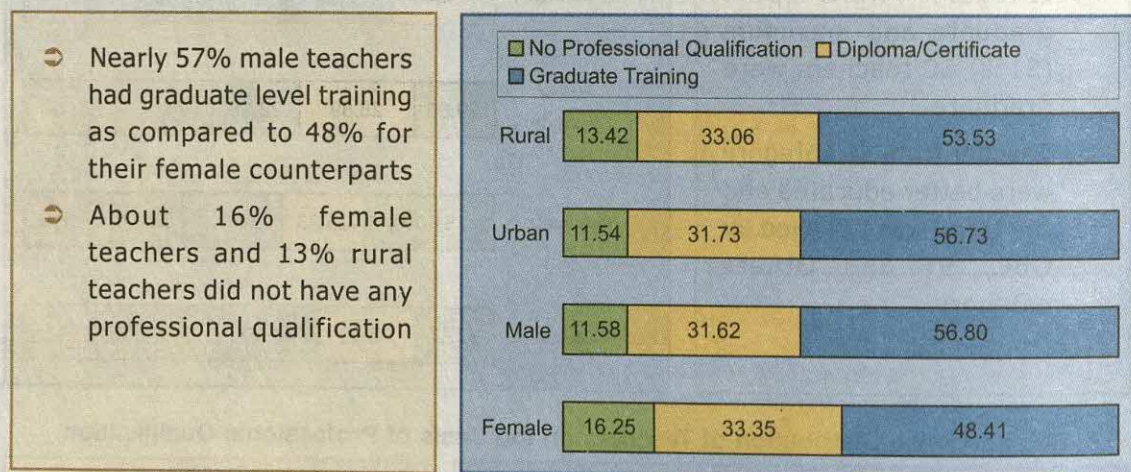
- Most of the teachers from each category had graduate level training
- About 13% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



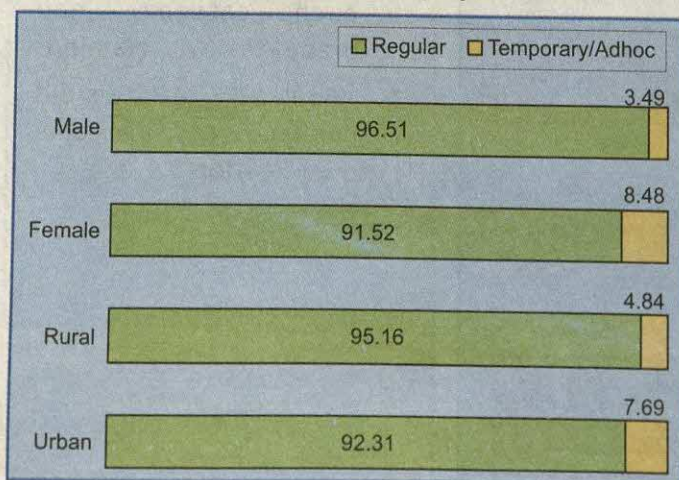
- ➔ Irrespective of gender and area, 32% to 36% teachers were post graduate
- ➔ Teachers from rural schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification



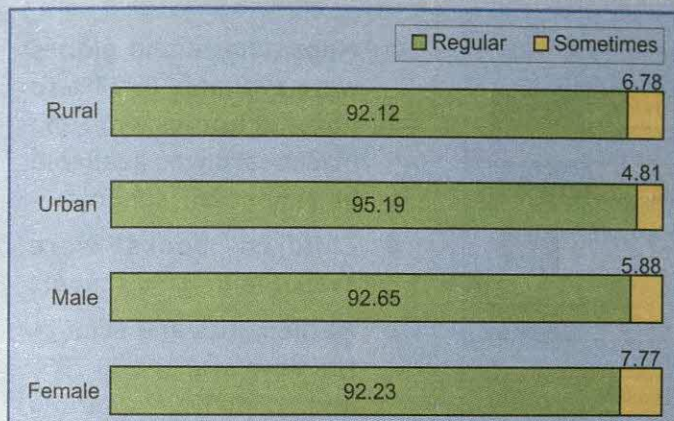
- ➔ Nearly 57% male teachers had graduate level training as compared to 48% for their female counterparts
- ➔ About 16% female teachers and 13% rural teachers did not have any professional qualification

Employment Status of Teachers



- ➔ More male and teachers from rural area were in regular position

Distribution of Teachers on the Basis of Giving Homework



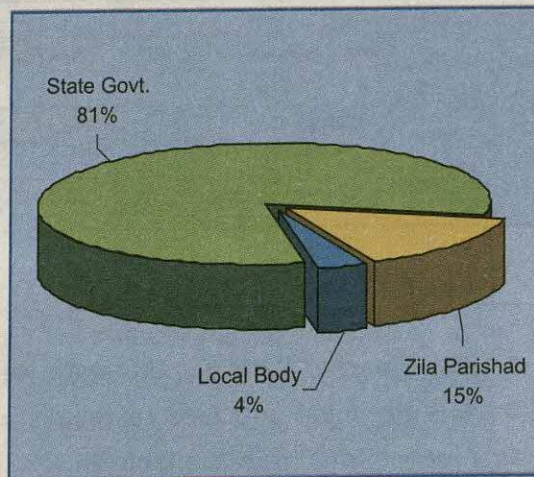
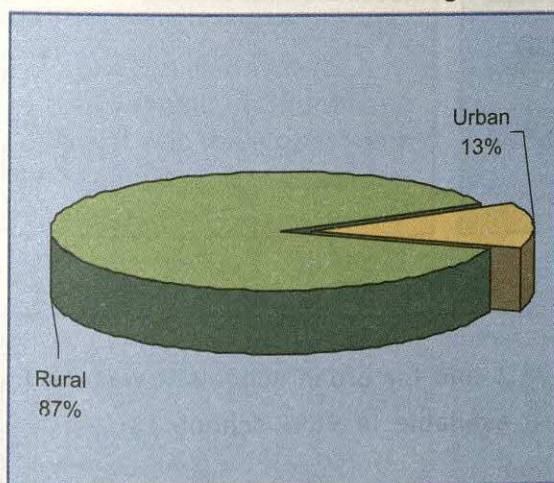
- More than 92% teachers revealed that they were giving homework to children regularly
- Gender wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 12 years
- Majority (60%) of training programmes were conducted in Block Resource Centres and only 2% were conducted by Teacher Resource Centres
- Teacher's diary was being maintained by 81% teachers
- Nearly 46% teachers studied Social Science and Mathematics up to secondary level

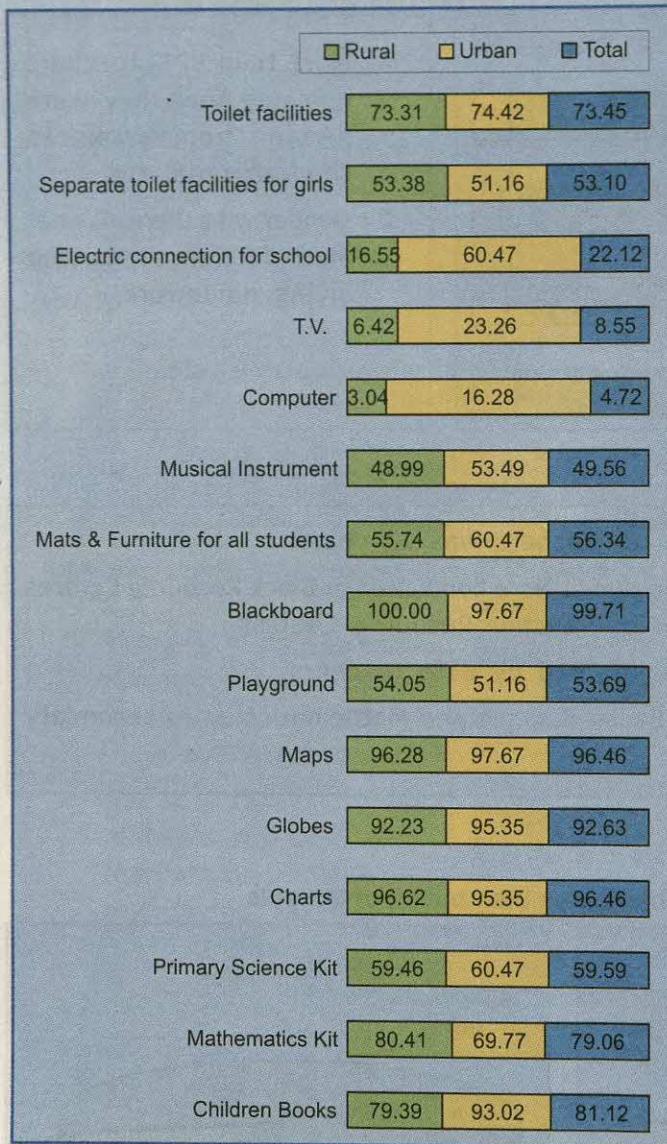
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 339 sampled schools, 87% were from rural and 13% from urban area
- Management wise, 81% schools were managed by state government, 15% by Zila Parishad and remaining 4% schools by local body

Availability of School Resources



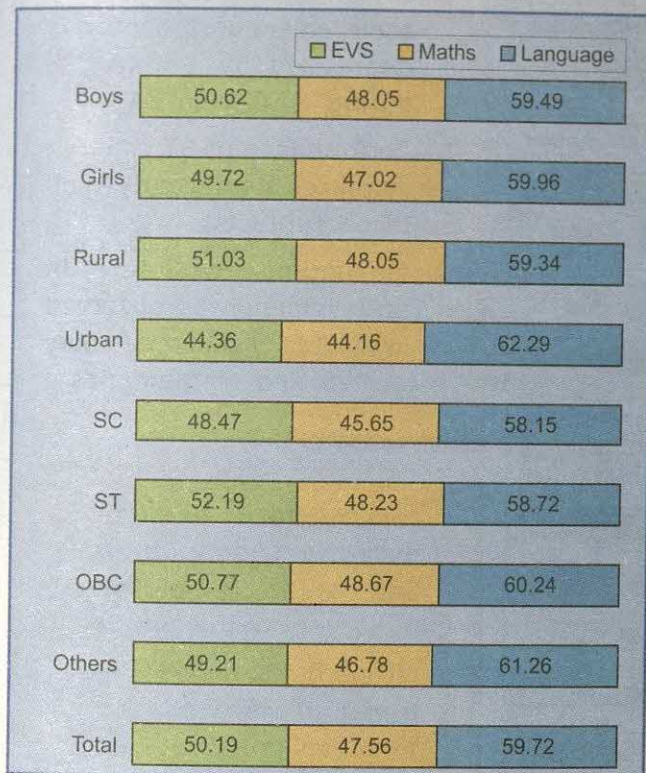
- Maps, charts and globes were available in 93% to 96% schools whereas blackboard was available in almost all schools
- Children books were available in 81% schools
- Mathematics and Science kits were available in 79% and 60% schools respectively
- Television was available in 9% schools and computers were found in 5% schools
- Separate toilet facility for girls was in 53% schools

Other Trends

- Pupil Teacher Ratio for the state was 25:1 and for urban schools it was 24:1
- Mid day meal and free textbooks were available in 98% schools
- Free uniform was available in 8% schools
- Average number of working days was 198 days with 8 periods a day
- Parent teacher associations were existing in 82% schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

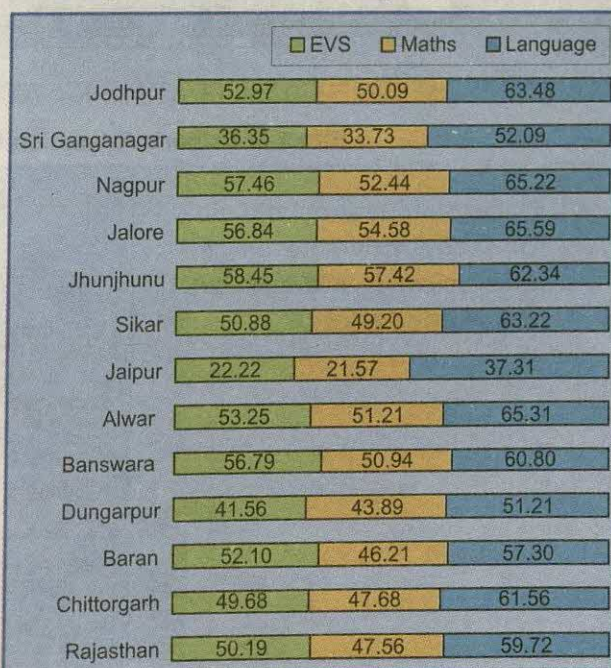
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



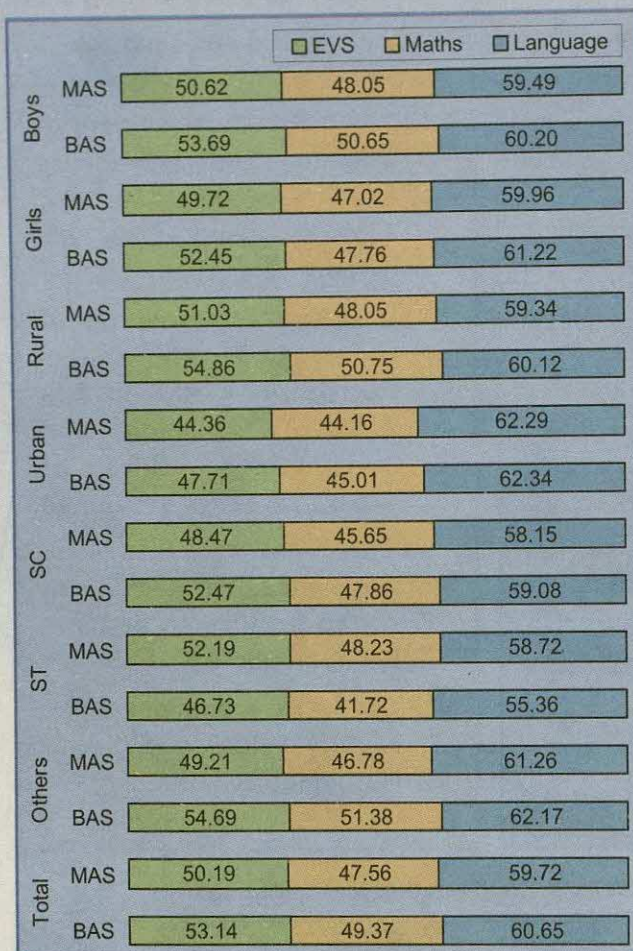
- The overall achievement of children in EVS, Mathematics and Language was 50.19%, 47.56% and 59.72% respectively
- In EVS, performance of children of ST category was the highest, in Mathematics it was of OBC children and in Language children of Others category performed better
- Area wise, rural children scored significantly better in Mathematics and EVS
- Gender wise, boys performed slightly better in EVS and Mathematics

District wise Achievement in EVS, Mathematics and Language

- In EVS and Mathematics, the achievement in Jhunjhunu district was the highest and in Language it was Jalore
- Achievement in Jaipur district was the lowest in all three subjects



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

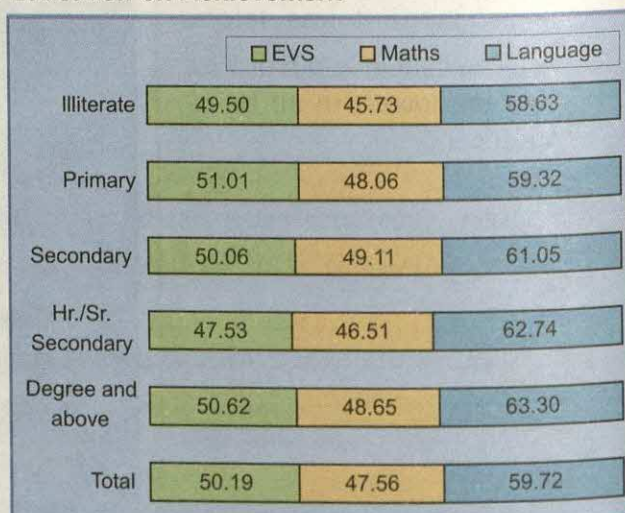


- In all three subjects, the achievement of students has decreased by 1% to 3% during MAS from BAS
- Performance of ST children increased significantly in all three subjects
- Maximum decline in achievement was observed in children of Others category in EVS and Mathematics

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Father's education did not show any influence on the achievement of children in EVS and Mathematics



Effect of Mother's Education on Achievement

	EVS	Math	Language
Illiterate	49.48	46.76	58.71
Primary	52.36	49.80	61.75
Secondary	44.93	42.69	58.47
Hr./Sr. Secondary	45.63	43.11	66.16
Degree and above	46.91	50.63	60.36
Total	50.19	47.56	59.72

- Mother's education did not show any influence on the achievement of children

Effect of Father's Occupation on Achievement

- Children of fathers who were farmers performed better in EVS and Mathematics
- Occupation of fathers did not show any influence on the achievement of children

	EVS	Maths	Language
Farmer	51.80	49.11	59.52
Unskilled Labourer	49.35	45.87	58.45
Skilled	49.79	47.11	61.82
Shopkeeper	48.60	47.54	61.93
Manager	45.92	44.00	62.27
Other	49.20	47.38	58.77
Total	50.19	47.56	59.72

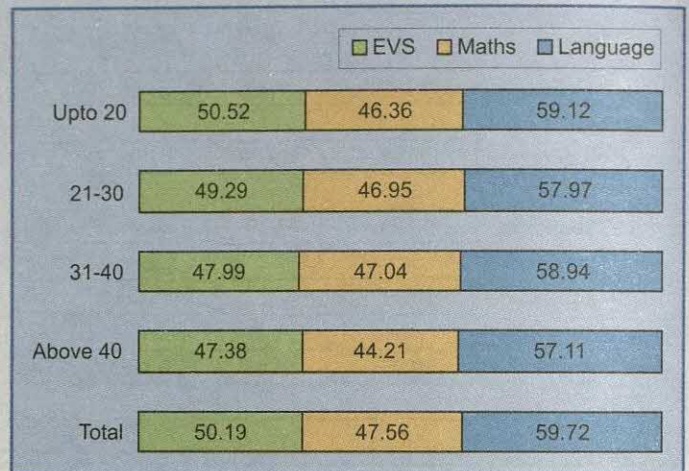
Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	50.10	47.40	59.78
Farmer	55.42	51.90	59.88
Unskilled Labourer	48.28	46.13	58.87
Skilled	53.15	48.19	64.15
Shopkeeper	43.14	46.43	58.98
Manager	48.33	41.67	83.67
Other	50.32	48.45	58.32
Total	50.19	47.56	59.72

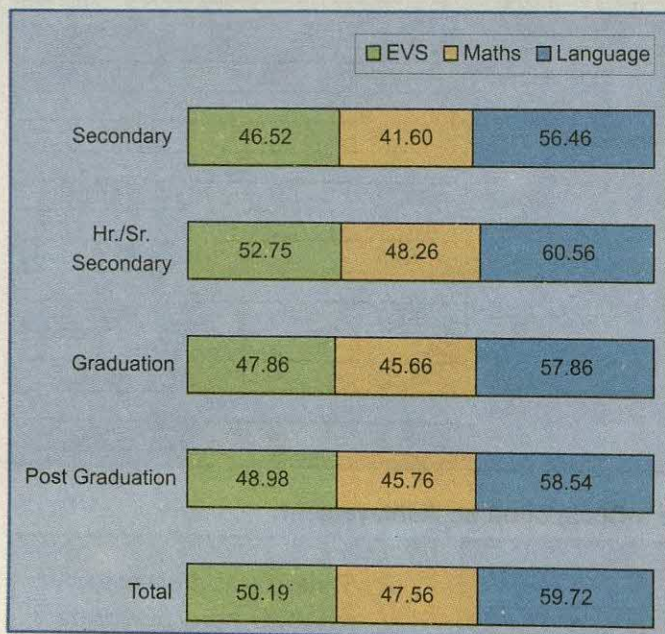
- Children of mothers who were farmers performed better in EVS and Mathematics
- Children of housewives performed quite well in all three subjects

Effect of Pupil Teacher Ratio on Achievement

- Children performed better in EVS and Language when the PTR was up to 20



Effect of Teacher's Educational Qualification on Achievement



- Achievement in all three subjects was better when the children were taught by teachers of higher level secondary qualification

Other Trends

- Children performed better when they took private tuition in all three subjects
- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored better in all three subjects when they had access to newspapers and magazines

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	34.432	-	28.92	-	48.69	-
Infrastructure Index	0.197	0.02	0.611	0.04	0.204	0.02
Instructional Facility Index	1.526*	0.05	1.352*	0.08	1.071*	0.05
Auxiliary Facility Index	0.197	0.02	0.537	0.04	0.211	0.02
Human Resource Index	3.293*	0.11	3.456*	0.12	1.256*	0.07
Community Participation Index	0.886	0.06	0.421	0.03	0.629	0.05
Inspection of Schools	3.584*	0.12	4.618*	0.16*	2.000*	0.10
R^2	0.026		0.030		0.016	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 2.6% in EVS, 3.0% in Mathematics and 1.6% in Language
- Inspection of schools, instructional facilities in school and more number of teachers had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	B	r	β	r
Constant	49.443	-	46.13	-	58.46	-
Teacher Efficiency Index	0.559	0.04	0.643	0.04	0.490	0.05
Teacher Professionalism Index	1.508*	0.08	2.919*	0.09	1.293*	0.09
R^2	0.011		0.010		0.03	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 1.1% in EVS, 1% in Mathematics and 3% in Language achievement
- Teachers professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	48.43	-	47.84	-	60.59	-
Socio-economic Index	0.256	0.03	2.078*	0.09	2.007*	0.08
Supplementary Helping Index	7.697**	0.18*	7.360**	0.17*	5.107**	0.09
Student Attendance	0.729	0.06	0.460	0.03	0.397	0.03
Distance from Home to School	-0.135	-0.01	-0.131	-0.01	-0.320	-0.03
R^2	0.043		0.035		0.031	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 4.3% in EVS, 3.5% in Mathematics and 3.1% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on Mathematics and Language achievement
- Supplementary help in academic activities from family members contributed significantly in EVS achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal
- In Language, children performed reasonable well in all competencies

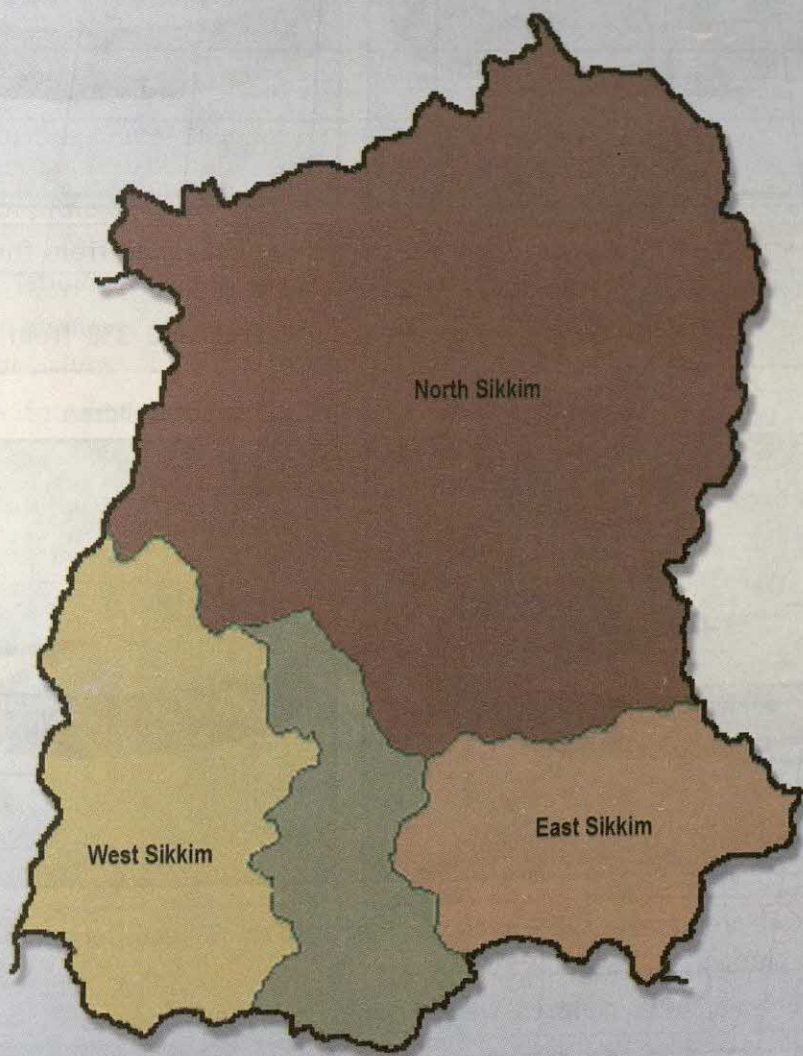
TEST CHARACTERISTICS

- About 55% items in EVS and Mathematics, 23% items in Language were either difficult or very difficult
- Nearly 88% to 93% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 39% to 42% children scored less than 40% marks in EVS and Mathematics as compared to 19% in Language achievement
- About 4% to 7% children scored more than 80% marks in EVS and Mathematics as compared to 12% in Language achievement
- In descriptive questions of Language, 11% children scored 10 out of 10 and 20% children scored zero
- In Mathematics, children performed better in fundamental operations
- In Language, children performed better in vocabulary, comprehension of instructions and comprehension of time table

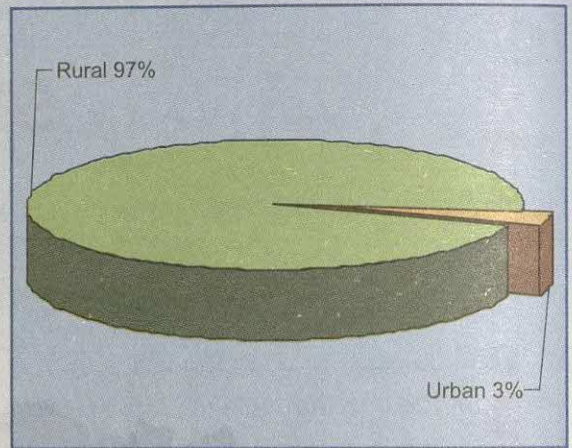
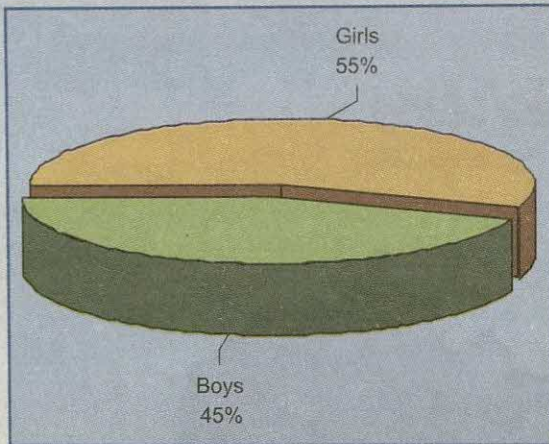
Sikkim



PROFILES

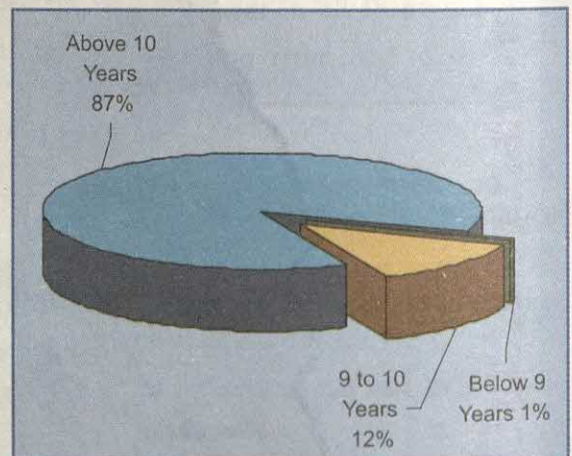
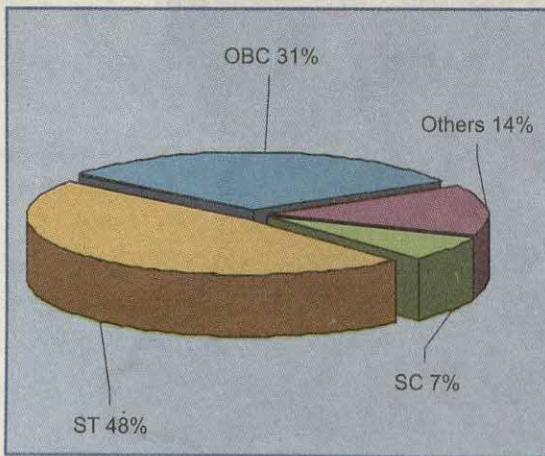
PUPIL

Gender and Area wise Distribution of Children



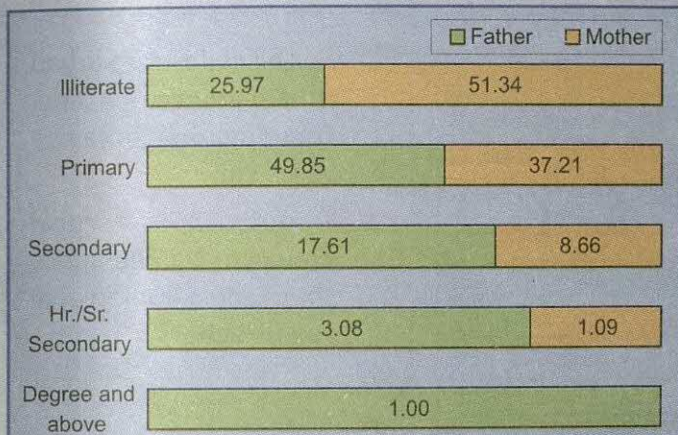
- A total of 1005 children from 3 districts were sampled from the state. Within the sample, 45% were boys and 55% were girls
- Area wise, 97% children were from rural area and 3% from urban area

Category and Age wise Distribution of Children



- Social group wise, 48% children belonged to ST category and only 7% from SC category
- Age wise, 87% children were above 10 years of age

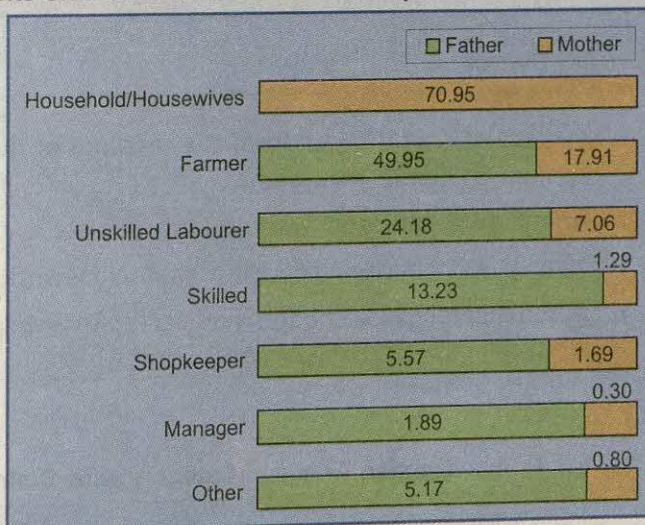
Distribution of Students on the Basis of Parents' Education



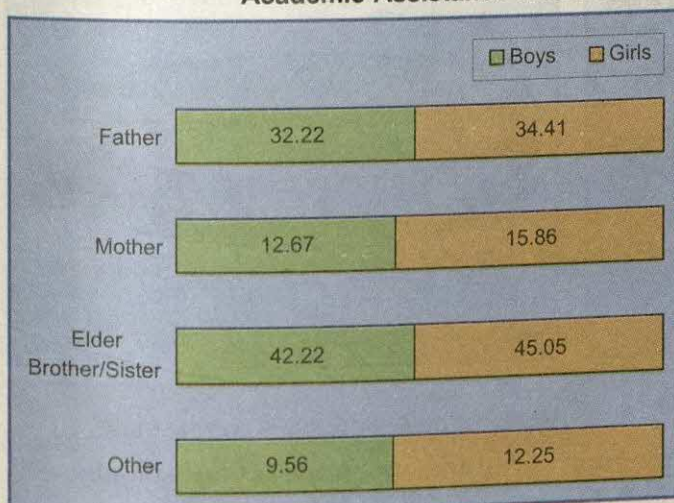
- Regarding educational status, 51% mothers were illiterate against 26% of fathers
- Only 1% father studied up to degree and above level and none of the mothers studied up to graduate level

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (74%) were either farmers or unskilled labourer
- Majority of mothers (71%) were housewives
- Only 2% fathers were manager

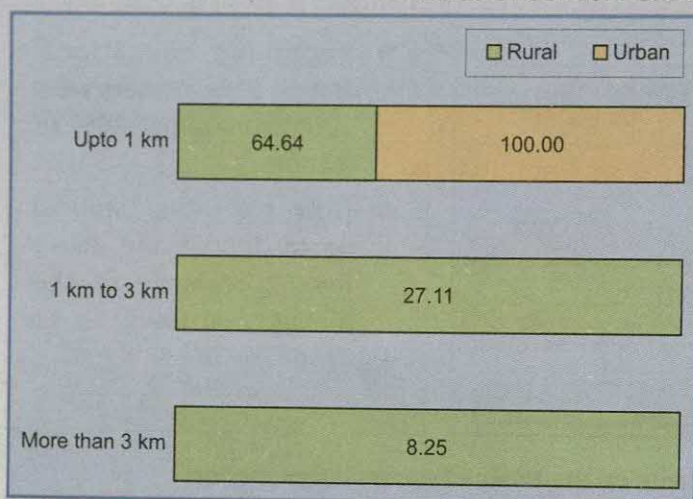


Academic Assistance Received from Family Members



- Elder peers provided more academic help to their siblings and it was followed by fathers and mothers
- Girls were getting more help from family members than boys

Distance of School from Home



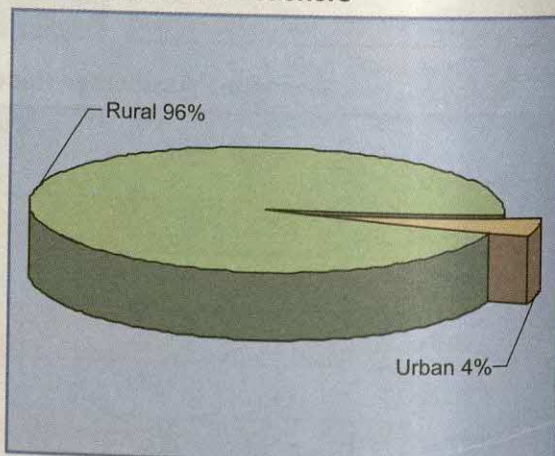
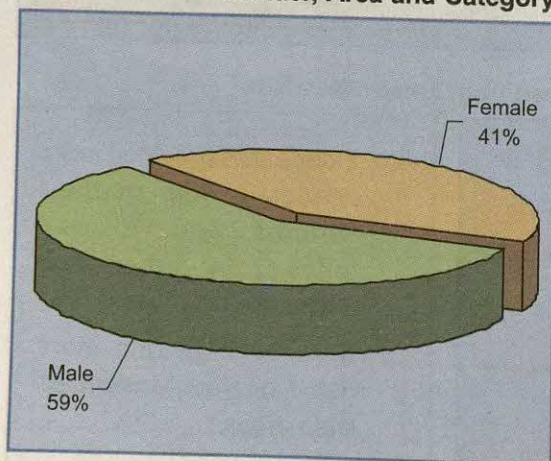
- For all children in urban area distance of school from their home was up to 1 km
- About 35% rural children walked more than one kilometre to reach school

Other Trends

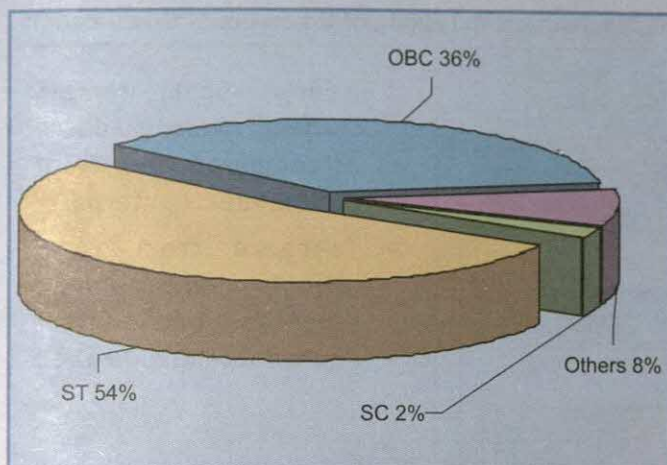
- In case of only 9% children, the medium of instruction in school and language spoken at home was same
- About 17% children were taking private tuition
- Nearly 3% children revealed that classwork was checked by teachers
- Approximately 34% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



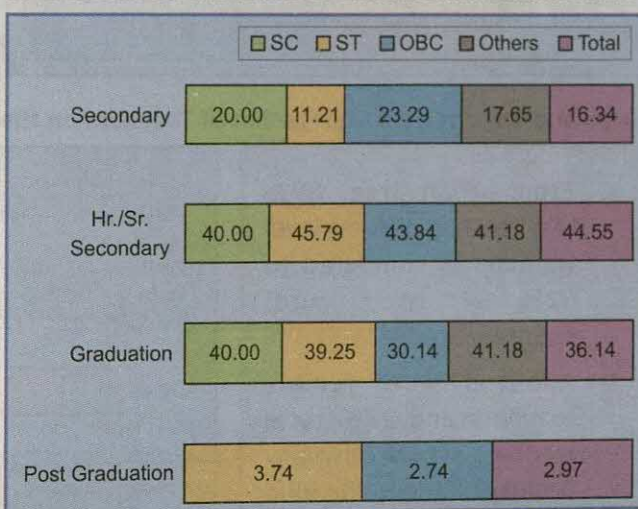
- Out of 202 sampled teachers, 41% were female and 59% were male
- Area wise, 96% teachers were from rural and 4% from urban schools



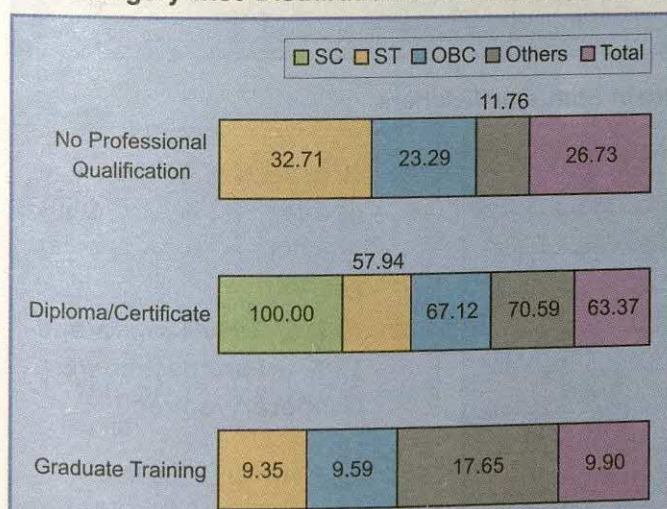
- Category wise, maximum teachers were from ST category (54%) followed by OBC (36%), Others (8%) and 2% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From ST and OBC categories, maximum teachers studied up to Higher Secondary level
- Teacher from ST category were better educated and the trend was followed by Others category

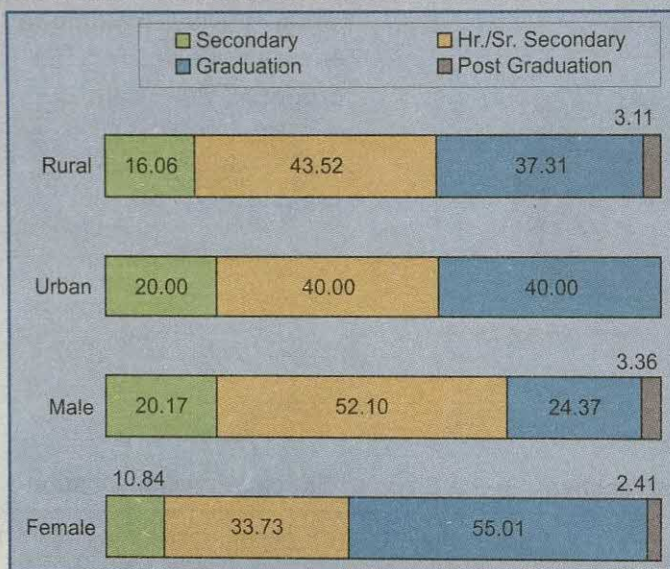


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from each category had diploma level training
- Nearly 10% teachers were having graduate level training
- About 27% of teachers did not have any professional qualification

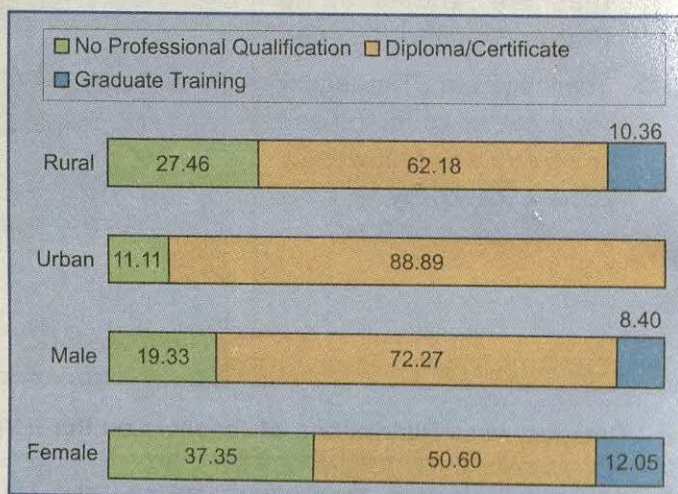
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



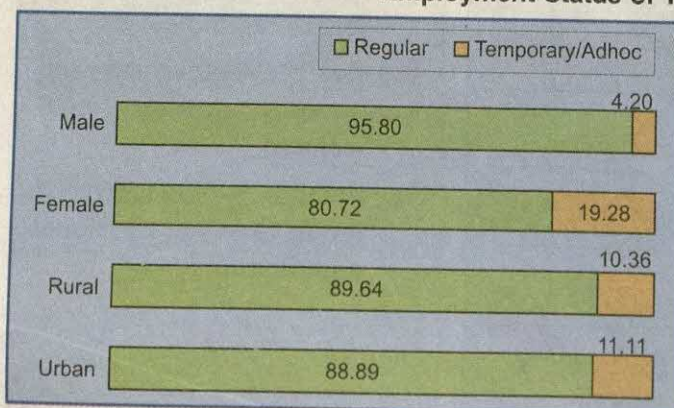
- Nearly 55% female teachers were graduate as compared to 24% of their male counterparts
- Teachers from rural schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 89% teachers had diploma level training as compared to 62% of their rural counterparts
- About 37% of female teachers and 27% rural teachers did not have any professional qualification

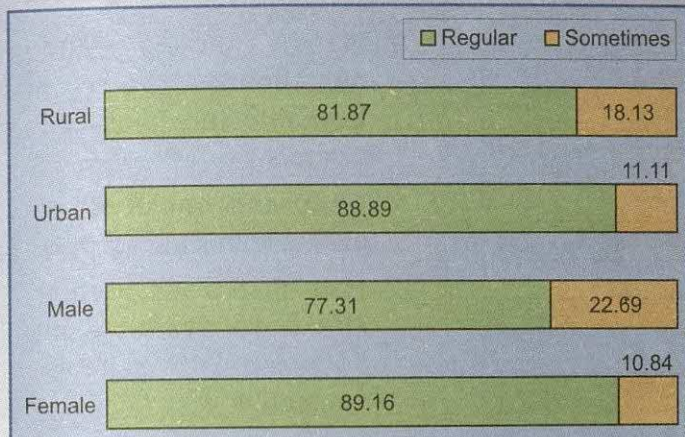


Employment Status of Teachers



- Irrespective of area and gender 81% to 96% teachers were in regular position
- Nearly 19% female and 11% urban teacher were temporary/adhoc

Distribution of Teachers on the Basis of Giving Homework



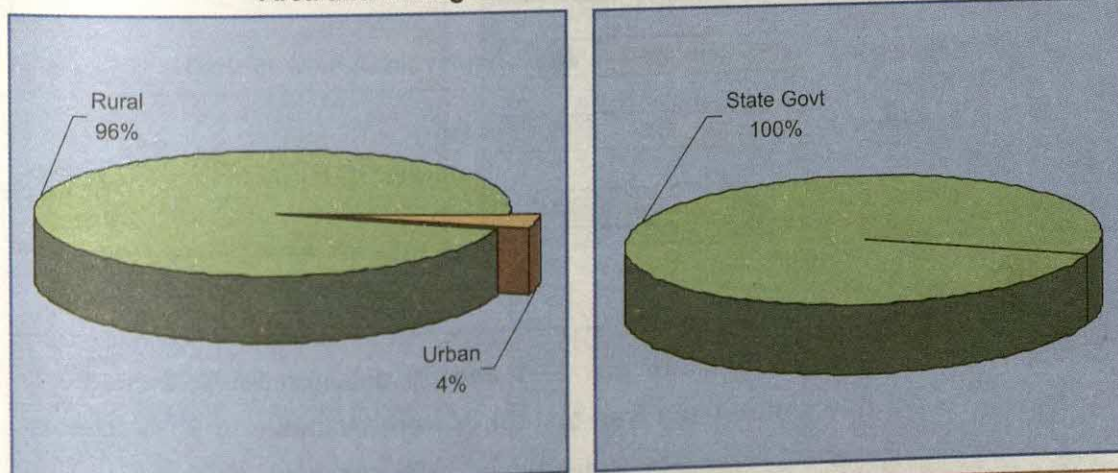
- Irrespective of gender and area 77% to 89% teacher were giving homework to children regularly
- Female and urban teachers were more regular in giving homework to children

Other Trends

- Average teaching experience of teachers was 13 years
- Nearly 31% training programmes were conducted in DIET and only 2% were conducted by Teacher Resource Centres
- Teachers diary was being maintained by 98% teachers
- Nearly 23% teachers studied Language up to graduate level and for Mathematics it was only 10%

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 77 sampled schools, 96% were from rural area and 4% from urban area
- Management wise, all the schools were managed by state government

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	59.46	66.67	59.74
Separate toilet facilities for girls	48.65	33.33	48.05
Electric connection for school	59.46	33.33	58.44
T.V.	28.38	33.33	28.57
Computer	45.95	33.33	45.45
Musical Instrument	37.84	33.33	37.66
Mats & Furniture for all students	79.73	33.33	37.66
Blackboard	100.00	66.67	98.70
Playground	75.68	66.67	75.32
Maps	100.00	100.00	100.00
Globes	98.65	100.00	98.70
Charts	85.14	66.67	84.42
Primary Science Kit	35.14	33.33	35.16
Mathematics Kit	50.00	66.67	50.65
Children Books	71.62	66.67	71.43

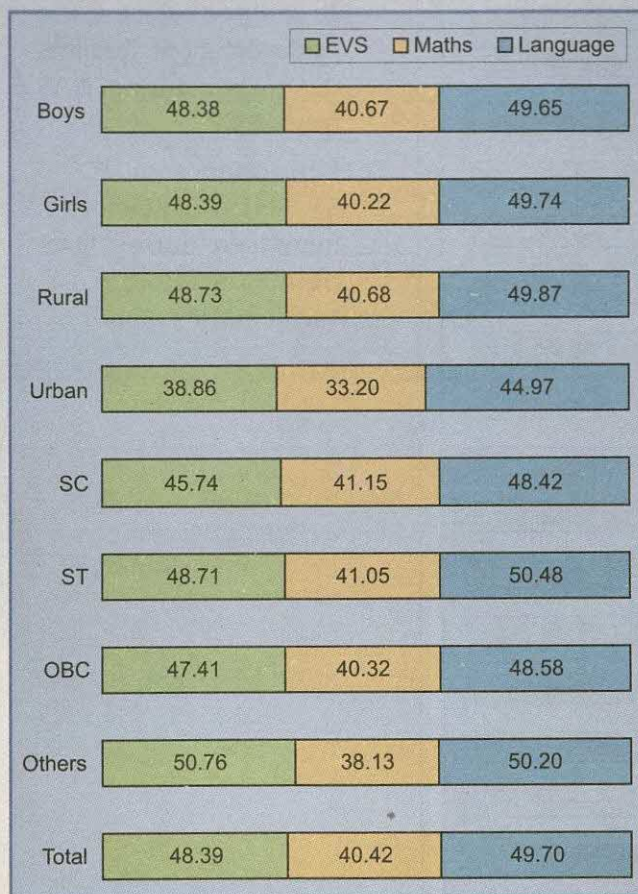
- Maps, globes and blackboards were available in almost all schools
- Childrens books were available in 71% schools
- Mathematics and Science kits were available in 51% and 35% schools respectively
- Television was available in 29% schools and computers were found in 45% schools
- Separate toilet facility for girls was in 48% schools
- Electric connection was found in 58% schools and playground in 75% schools

Other Trends

- Pupil teacher ratio for the state was 17:1 and for urban schools it was 20:1
- Mid day meal, free uniform and free textbooks were available in 99% schools
- Scholarship for attendance was available in 23% schools
- Average number of working days was 216 days with 7 periods a day
- Parent teacher associations were existing in 52% schools and VEC/AEC/SMC were in 99% schools

LEARNING ACHIEVEMENT

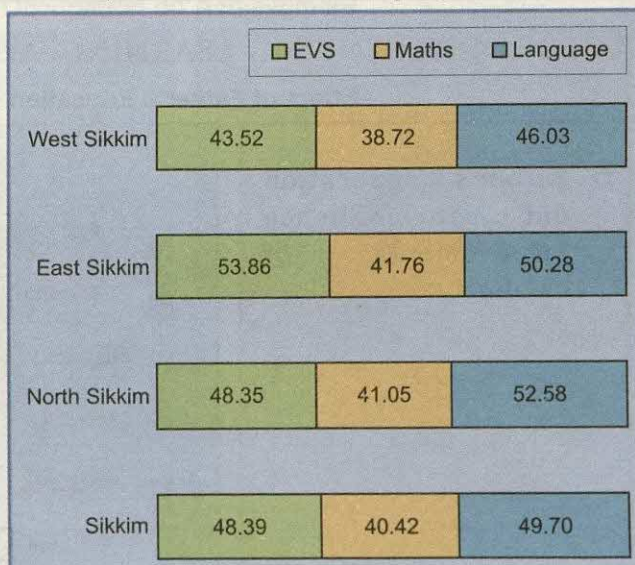
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



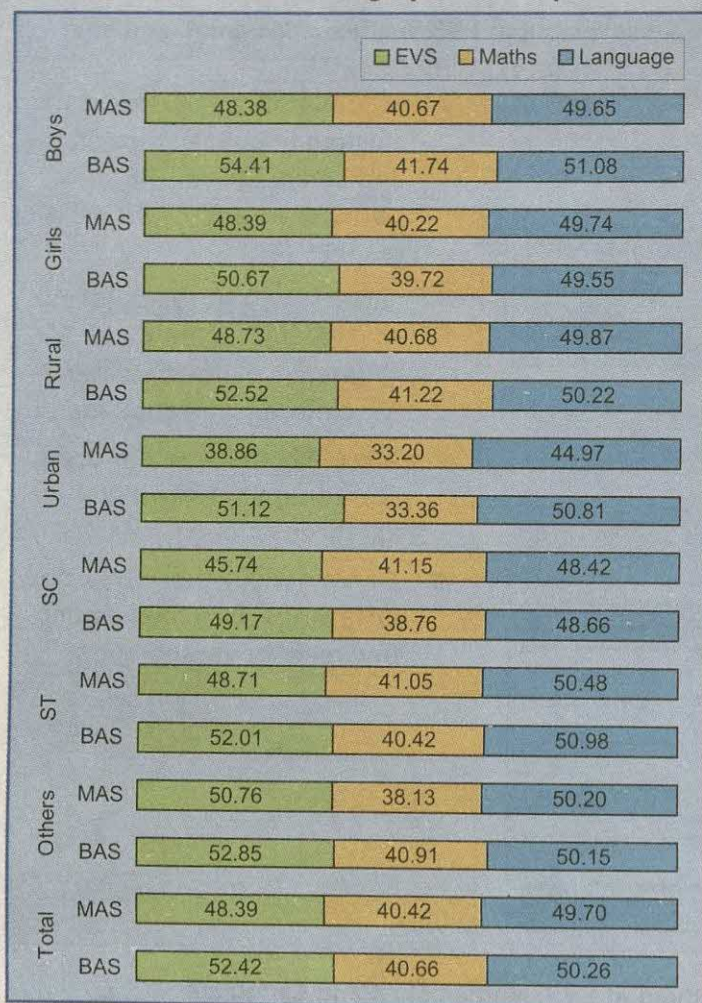
- The overall achievement of children in EVS, Mathematics and Language was 48.39%, 40.42% and 49.70% respectively
- Others category children scored better in EVS, SC children in Mathematics and ST children in Language
- Area wise, rural children scored significantly better in all three subjects
- Gender wise, there was no difference in achievement between boys and girls

District wise Achievement in EVS, Mathematics and Language

- In EVS and Mathematics, the achievement in East Sikkim was the highest and in Language it was for North Sikkim
- Achievement of West Sikkim was lowest among the districts in all three subjects



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

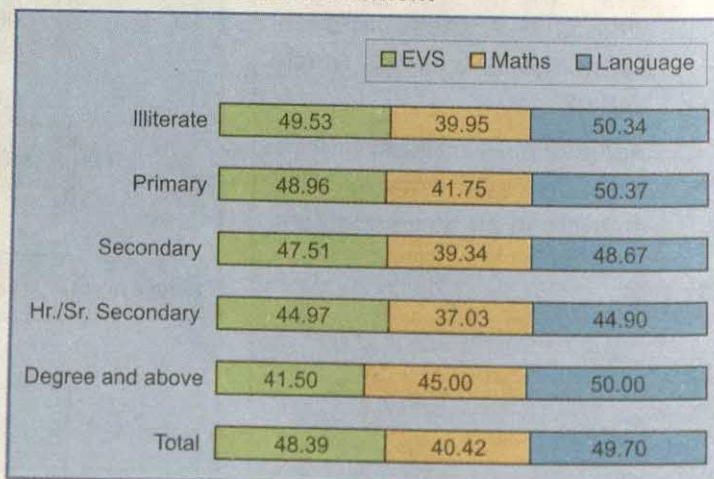


- In all three subjects, the achievement of students decreased during MAS from BAS
- Performance of SC, ST and girl children increased during MAS from BAS in Mathematics only

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Father's education did not influence achievements of children



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	50.13	40.45	50.18
Primary	47.20	41.47	49.93
Secondary	45.44	38.22	47.33
Hr./Sr. Secondary	38.45	31.45	37.90
Total	48.39	40.42	49.70

➤ Mother's education did not influence achievements of children

Effect of Father's Occupation on Achievement

➤ Father's occupation did not influence achievement of children

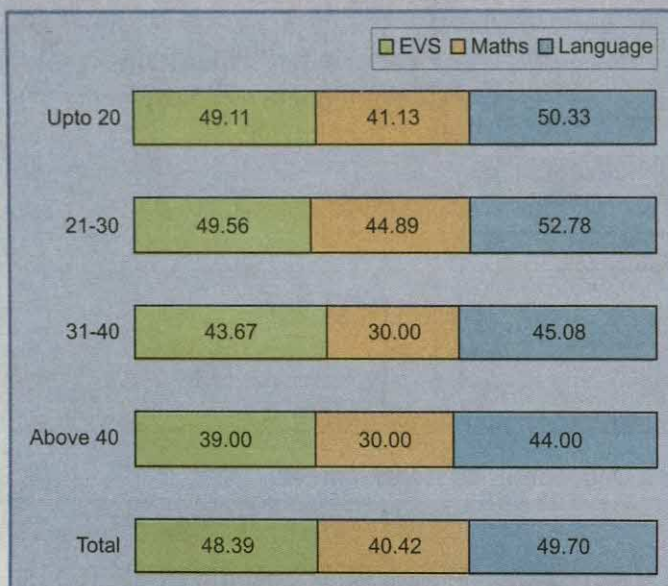
	EVS	Maths	Language
Farmer	48.22	39.76	49.11
Unskilled Labourer	48.91	40.63	50.37
Skilled	48.99	42.81	49.46
Shopkeeper	45.16	40.77	50.27
Manager	47.47	38.11	50.05
Other	49.79	40.15	52.12
Total	48.39	40.42	49.70

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	48.58	40.90	49.29
Farmer	48.66	39.44	51.01
Unskilled Labourer	46.04	37.46	49.25
Skilled	54.08	40.62	58.15
Shopkeeper	51.18	44.12	48.29
Manager	36.00	25.00	42.00
Other	35.50	43.13	53.25
Total	48.39	40.42	49.70

➤ Mother's occupation did not influence achievement of children

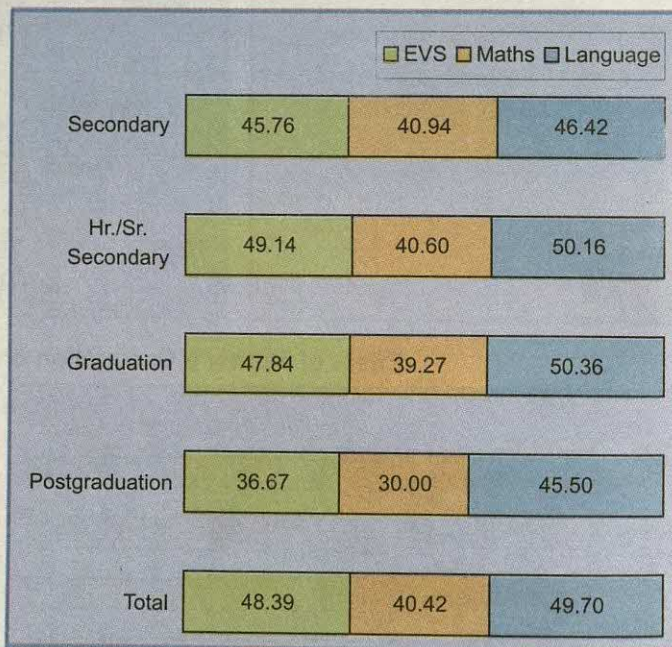
Effect of Pupil Teacher Ratio on Achievement



- Children performed better when the PTR was between 21 and 30

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was reasonably better when the children were taught by teachers of higher secondary educational background



Other Trends

- Children performed slightly better when they took private tuition in all three subjects
- Younger children (below 9 years) scored better than older children in all three subjects

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	37.94	-	19.645	-	39.314	-
Infrastructure Index	0.466	0.013	0.248	0.15	0.105	0.05
Instructional Facility Index	1.311*	0.09	2.684*	0.24	1.849*	0.146
Auxiliary Facility Index	0.232	0.06	0.664	0.13	0.112	0.04
Human Resource Index	2.313*	0.09	5.936**	0.04	9.657**	0.13
Community Participation Index	1.870*	0.06	0.610	0.09	2.645*	0.17
Inspection of Schools	1.304*	0.07	2.168*	0.08	1.835*	0.06
R^2	0.069		0.137		0.130	
*Significant at 0.05 level ** significant at 0.01 level						

- Schools related variables included in the analysis could explain 6.9% in EVS, 13.7% in Mathematics and 13% in Language
- Inspection of schools, instructional facilities in schools, community interaction and more number of teachers had contributed significantly on EVS, Mathematics and Language achievement
- Community Participation had contribution significantly in EVS and Language achievement
- Inspection of schools, had maximum impact on Mathematics achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.53	-	38.36	-	49.72	-
Teacher Efficiency Index	1.580*	0.05	3.177**	0.10	0.898	0.06
Teacher Professionalism Index	2.423*	0.08	0.297	0.04	0.975	0.04
R^2	0.08		0.010		0.020	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 8% in EVS, 1.0% in Mathematics and 2.0% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) and teacher professionalism contributed significantly on EVS achievement and teacher efficiency on Mathematics achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	48.60	-	40.137	-	49.63	-
Socio-economic Index	0.479	0.08**	0.843	0.09*	0.484	0.045**
Supplementary Helping Index	1.915*	0.21**	0.811	0.11**	1.636*	0.12**
Student Attendance	0.68	0.09	0.787	0.05	0.39	0.08
Distance from Home to School	-0.89	-0.07	-0.38	-0.03	-0.47	-0.07
R^2	0.014		0.022		0.015	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 1.4% in EVS, 2.2% in Mathematics and 1.5% in Language achievement
- Supplementary help in academic activities from family members contributed significantly on EVS and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction, decimal, percent, simple interest, measurement and HCF/LCM
- In Language, learning difficulties were found in comprehension of story

TEST CHARACTERISTICS

- About 45% items in EVS, 68% items in Mathematics and 53% items in Language were difficult
- Nearly 70% - 83% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.69 to 0.89

OTHER TRENDS

- About 40% children in EVS, 61% in Mathematics and 29% children in Language scored less than 40% marks
- About 1% to 2% children scored more than 80% marks in all three subjects
- In descriptive questions of Language, nearly 2% children scored 10 out of 10 and 38% children scored zero
- In Mathematics, children performed better in fundamental operations and average
- In Language, children performed better in spelling and comprehension of time table

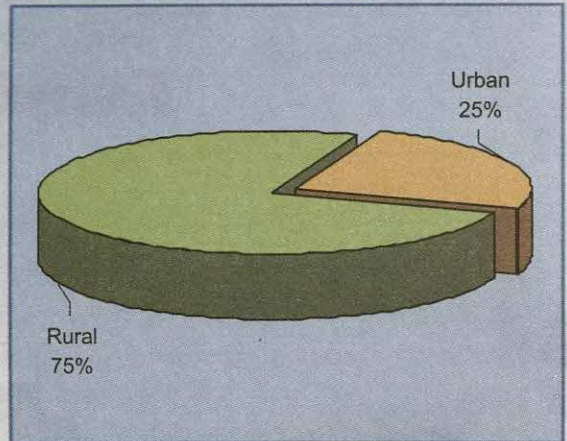
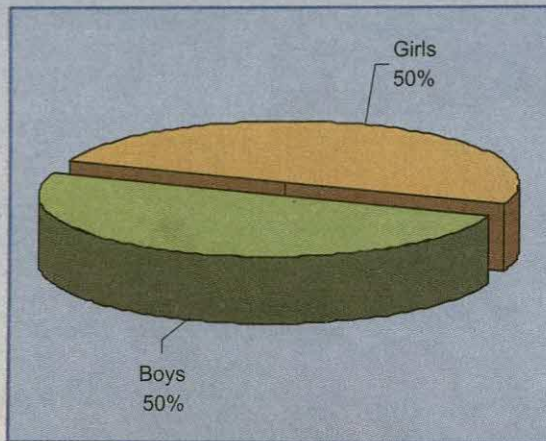
Tamil Nadu



PROFILES

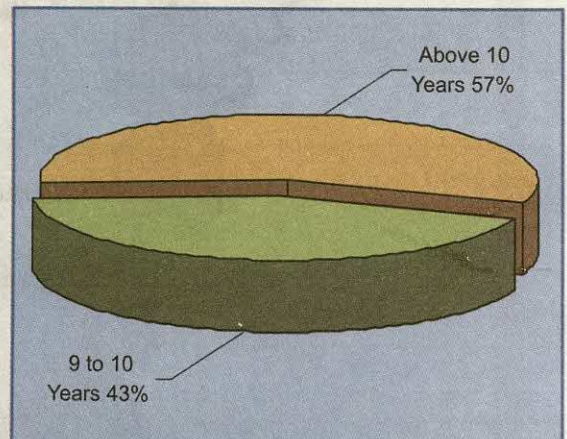
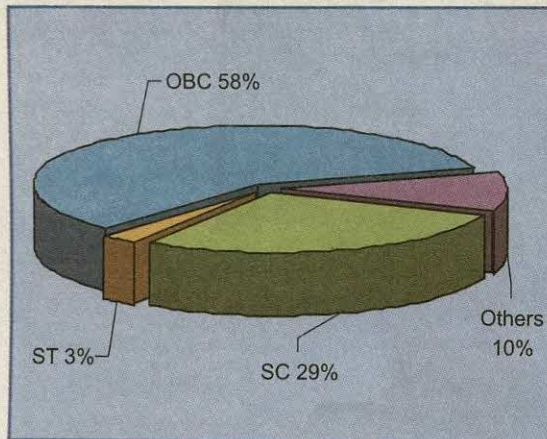
PUPIL

Gender and Area wise Distribution of Children



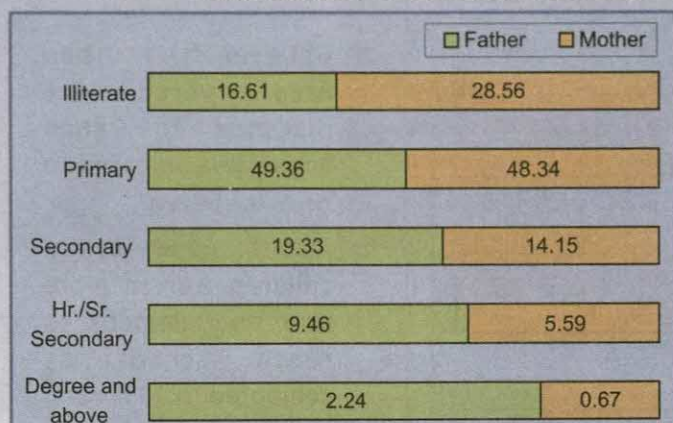
- A total of 3130 children from 9 districts were sampled from the state. Within the sample, the percentage of boys and girls was almost same
- Area wise, 75% children were from rural area and 25% from urban area

Category and Age wise Distribution of Children



- Social group wise, 58% children belonged to OBC category and only 3% from ST category
- Age wise, 57% children were above 10 years of age

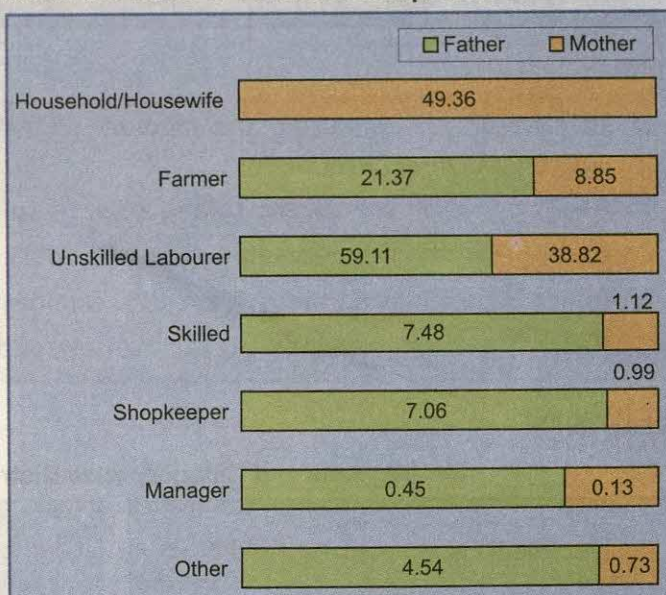
Distribution of Students on the Basis of Parents' Education



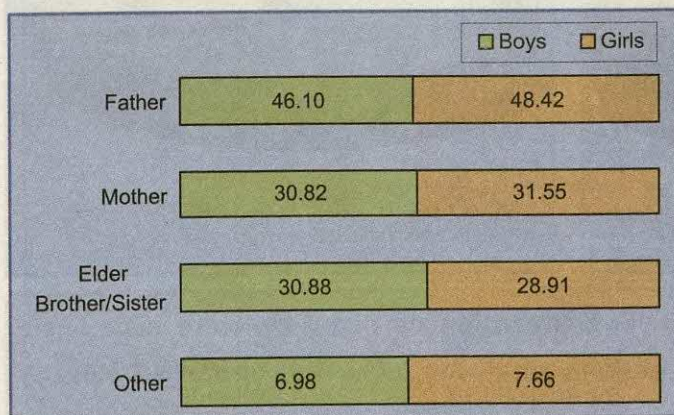
- Regarding educational status, 29% mothers were illiterate as against 17% of fathers
- Only 2.2% fathers studied up to degree and above level and for mothers it was only 0.7%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (80%) were either farmers or unskilled labourer
- Majority of mothers (88%) were either housewives or unskilled labourer
- Only 0.4% fathers and 0.1% mothers were manager

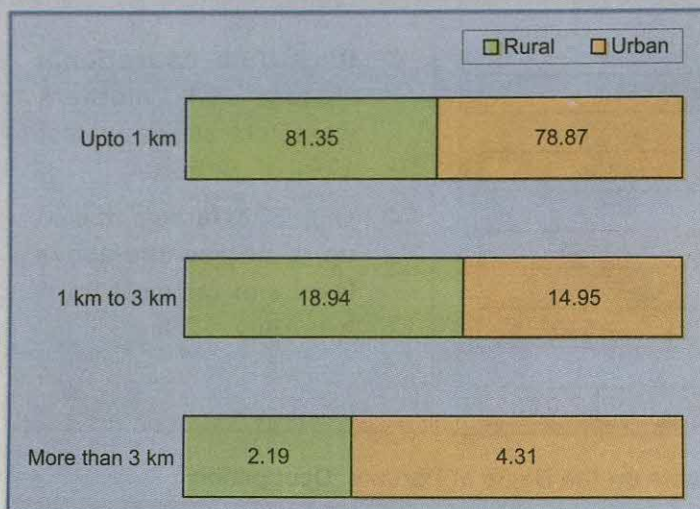


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and the trend was followed by elder peers and mothers
- Girls were getting more help from parents than boys

Distance of School from Home



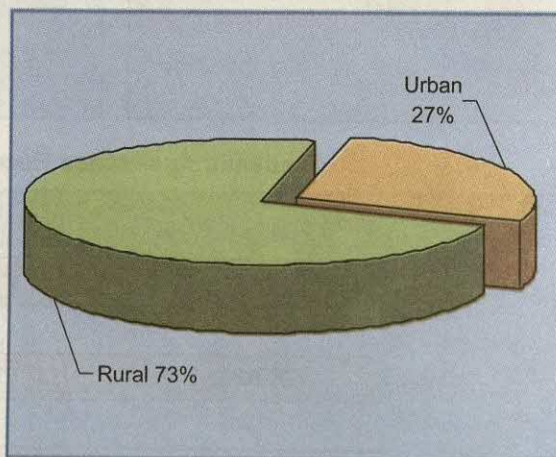
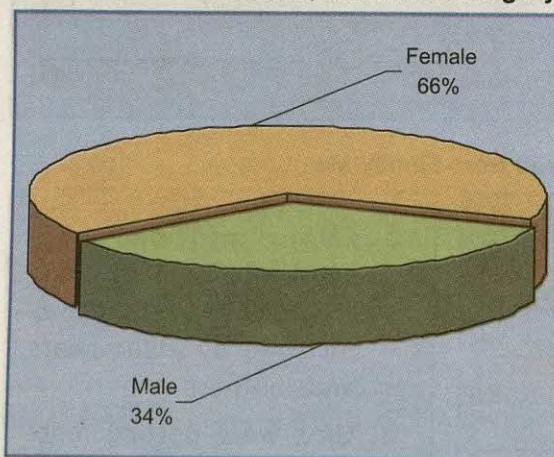
- Children from urban area covered more distance to reach school as compared to rural children
- About 21% urban children walked more than one kilometre to reach school as compared to 19% rural children

Other Trends

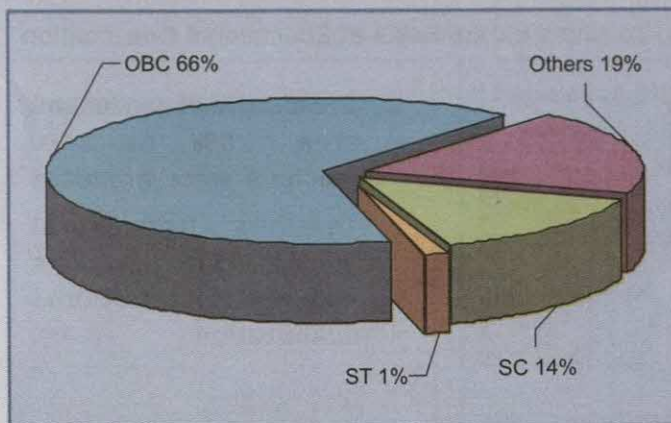
- In case of 89% children, the medium of instruction in school and language spoken at home was same
- About 24% children were taking private tuition
- Nearly 4% children revealed that classwork was checked by teachers
- About 35% children were from BPL families
- Nearly 64% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



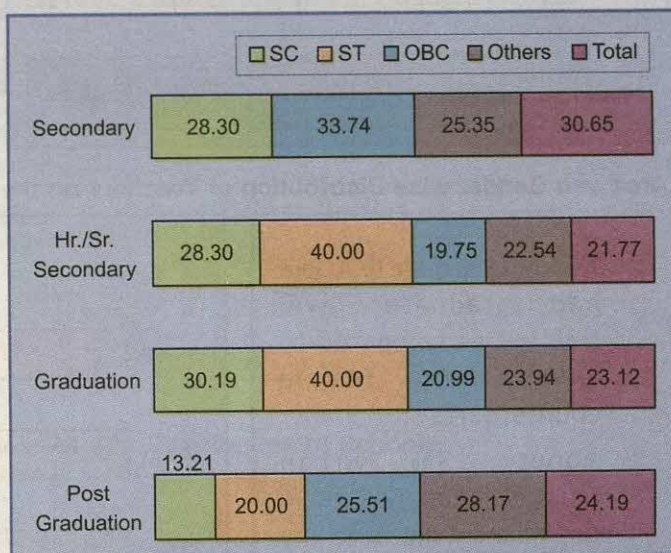
- Out of 372 sampled teachers, 66% were female and 34% were male
- Area wise, 73% teachers were from rural and 27% from urban schools



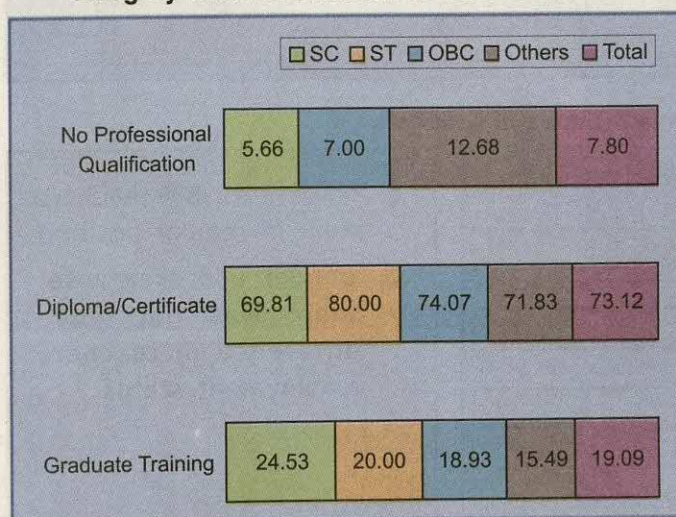
- Category wise, maximum teachers were from OBC category (66%) followed by Others (19%), SC (14%) and 1% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each category, 43% to 60% teachers were either graduate or postgraduate
- Teacher from ST category were better educated and the trend was followed by Others, OBC and SC category

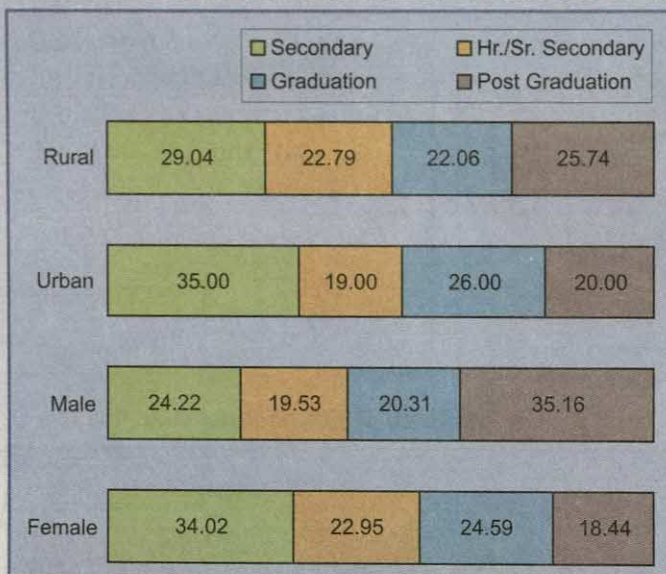


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from each category had diploma level training
- About 19% teachers had graduate level training
- About 8% teachers did not have any professional qualification

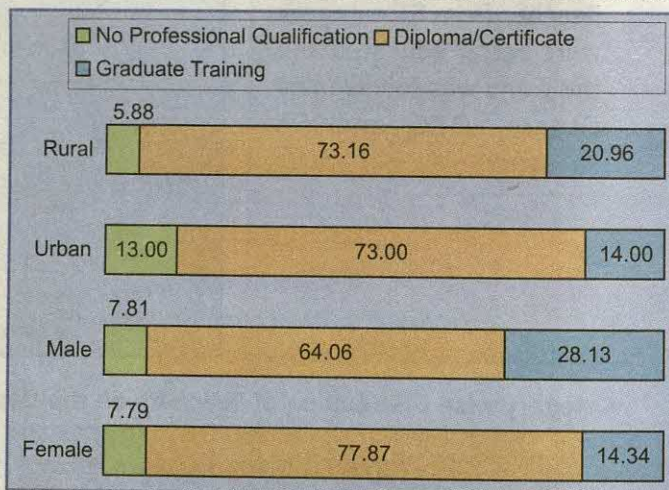
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



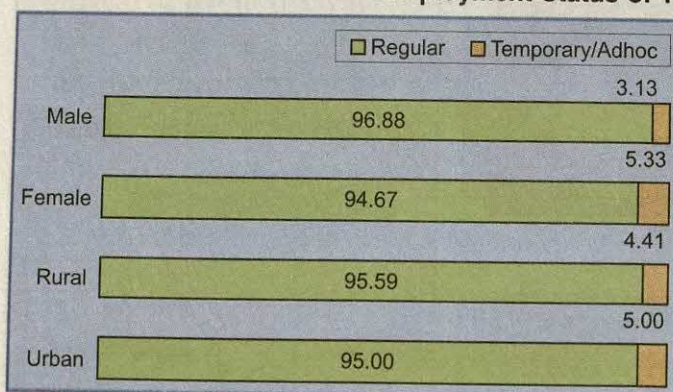
- Irrespective of gender and area, 20% to 26% teachers were graduate
- Teachers from rural schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Nearly 28% male teachers had graduate level training as compared to 14% their female counterparts
- About 13% urban teachers and 6% rural teachers did not have any professional qualification

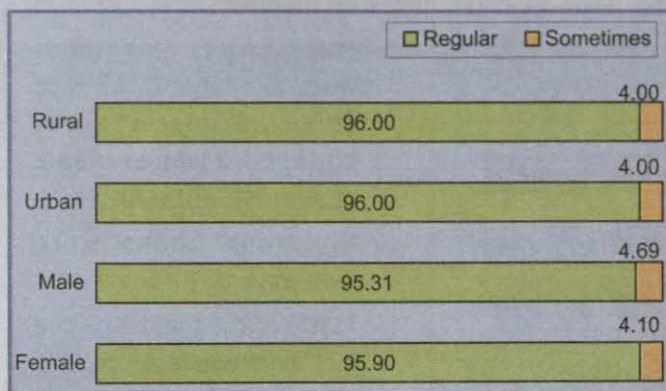


Employment Status of Teachers



- More than 95% teachers were in regular position
- Gender and area wise, there was not much difference in teachers employment status

Distribution of Teachers on the Basis of Giving Homework



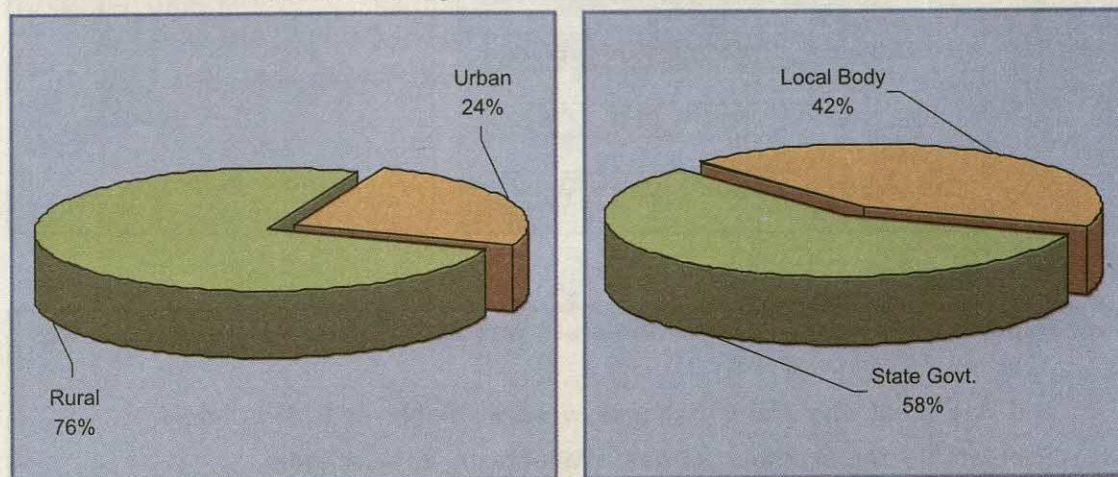
- More than 95% teachers revealed that they were giving homework to children regularly
- Gender and area wise, there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 13 years
- Majority (85%) of training programmes were conducted in Block Resource Centres and only 2% were conducted by SIE/SCERT
- Teachers diary was being maintained by 70% teachers
- Nearly 26% teachers studied Language up to graduate level and for Social Science and Mathematics it was 32% and 22% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 245 sampled schools, 76% were from rural area and 24% from urban area
- Management wise, 58% schools were managed by state government and remaining 42% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	53.76	61.02	55.51
Separate toilet facilities for girls	41.94	57.63	45.71
Electric connection for school	70.43	76.27	71.84
T.V.	6.99	13.56	8.57
Computer	10.75	15.25	11.84
Musical Instrument	17.74	10.17	15.92
Mats & Furniture for all students	40.86	49.15	42.86
Blackboard	99.46	100.00	99.59
Playground	66.13	64.41	65.71
Maps	99.46	96.61	98.78
Globes	97.31	98.31	97.55
Charts	97.85	94.92	97.14
Primary Science Kit	68.28	45.76	62.86
Mathematics Kit	79.03	62.71	75.10
Children Books	87.10	86.44	86.94

- Maps, charts and globes were available in 97% to 99% schools whereas blackboard was available in almost all schools
- Childrens books were available in 87% schools
- Mathematics and Science kits were available in 75% and 63% schools respectively
- Television was available in 9% schools and computers were found in 12% schools
- Separate toilet facility for girls was in 46% schools

Other Trends

- Pupil Teacher Ratio (PTR) for the state was 29:1 and for rural schools it was 32:1
- Mid day meal and free textbooks were available in 97% schools
- Scholarship for attendance was available in 23% schools
- Average number of working days was 218 days with 7 periods a day
- Parent teacher associations were existing in 95% of schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	58.36	49.03	58.81
Girls	60.36	51.98	60.77
Rural	58.71	49.25	59.21
Urban	61.30	54.27	61.53
SC	59.06	51.17	59.39
ST	65.25	47.84	54.84
OBC	59.04	50.41	60.17
Others	60.36	49.82	60.05
Total	59.36	50.49	59.79

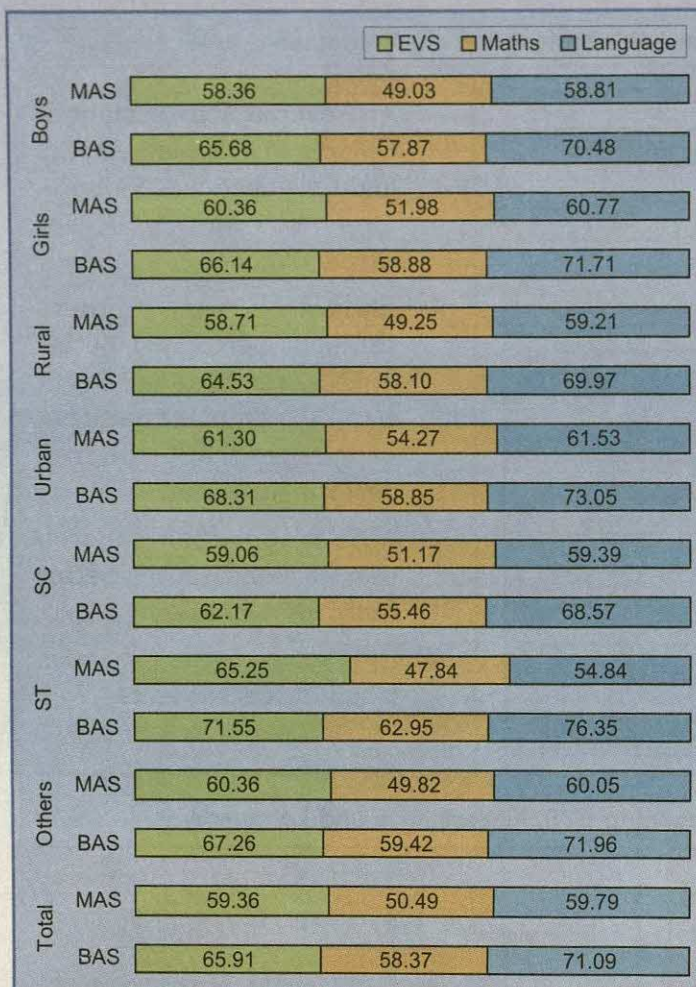
- The overall achievement of children in EVS, Mathematics and Language was 59.36%, 50.49% and 59.79% respectively
- Children from Others category performed better in EVS, for Mathematics it was SC children and in Language OBC children performed better
- Area wise, urban children scored significantly better than rural children
- Girls scored better than boys in all three subjects

District wise Achievement in EVS, Mathematics and Language

- In all three subjects, the achievement in Coimbatore was the highest and was the lowest in Dindigul

	EVS	Maths	Language
Tiruvannamalai	55.28	38.72	56.09
Viluppuram	58.49	47.15	58.55
Coimbatore	69.46	66.62	66.23
Namakkal	55.57	51.69	61.28
Dindigul	38.13	37.71	47.41
Pudukkottai	65.48	52.40	61.64
Ramanathapuram	67.28	57.80	65.53
Thanjavur	68.92	48.69	61.35
Madurai	58.38	56.73	61.68
Tamil Nadu	59.36	50.49	59.79

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

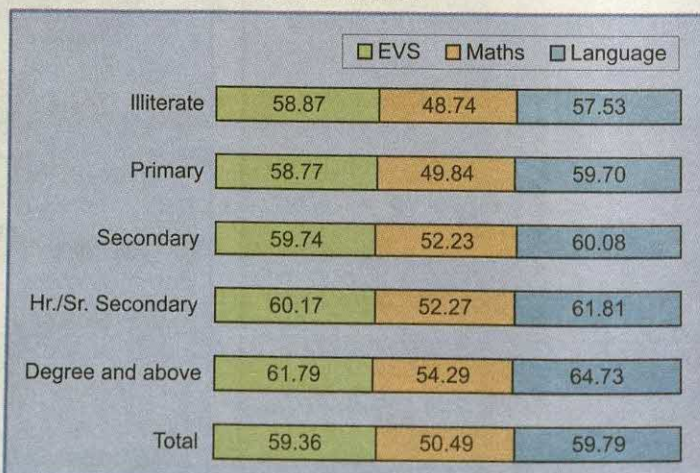


- In all three subjects, the achievement of students decreased by 6% to 11% during MAS from BAS
- Area, gender and category wise achievement in all three subjects decreased significantly during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was 3% to 7% better than children of illiterate fathers
- Father's education positively influenced achievement of children in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	56.81	47.50	57.76
Primary	59.89	50.91	59.79
Secondary	60.21	53.11	61.00
Hr./Sr. Secondary	63.12	54.12	64.34
Degree and above	60.86	57.52	67.00
Total	59.36	50.49	59.79

- Children of degree holder mothers performed better in Mathematics and Language
- Mother's educational qualification had shown a positive influence on learning achievement of children

Effect of Father's Occupation on Achievement

- Children of fathers who were manager performed better in all three subjects
- Occupation of fathers had positively influenced the learning achievement of children

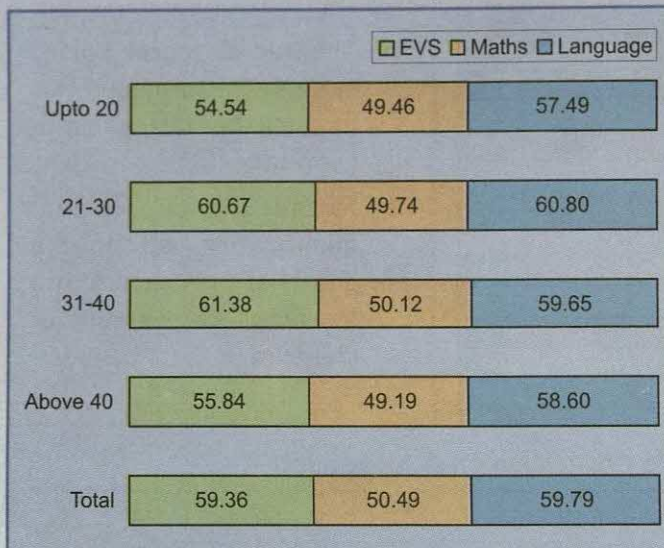
	EVS	Maths	Language
Farmer	58.49	48.30	58.45
Unskilled Labourer	59.35	51.23	59.86
Skilled	61.35	51.55	63.41
Shopkeeper	60.16	50.85	60.48
Manager	66.50	57.29	64.43
Other	58.40	48.23	57.66
Total	59.36	50.49	59.79

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	60.45	50.85	60.20
Farmer	56.77	48.10	57.59
Unskilled Labourer	58.40	50.32	59.49
Skilled	62.00	54.40	65.37
Shopkeeper	55.39	51.74	59.58
Manager	77.50	69.75	69.00
Other	65.61	53.30	64.22
Total	59.36	50.49	59.79

- Children of mothers who were managers performed better in all three subjects
- Children of housewives performed quite well in all three subjects

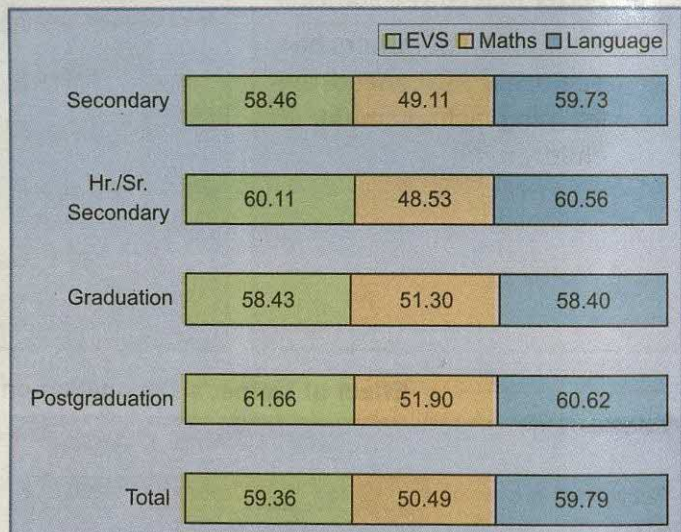
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Mathematics when the PTR was between 21 and 30

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was better when teachers of postgraduate education background taught the children



Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored significantly better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.72	-	43.47	-	56.89	-
Infrastructure Index	0.486	0.04	0.465	0.04	0.678	0.07
Instructional Facility Index	0.642	0.06	0.435	0.04	0.705	0.07
Auxiliary Facility Index	0.423	0.07	0.743	0.08	0.329	0.03
Human Resource Index	0.505	0.05	0.298	0.03	0.628	0.05
Community Participation Index	3.072**	0.13*	2.759*	0.10	1.519*	0.09
Inspection of Schools	0.207	0.02	0.522	0.05	0.576	0.06
R^2	0.010		0.029		0.032	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 1% in EVS, 2.9% in Mathematics and 3.2% in Language.
- Community participation had significant impact on EVS, Mathematics and Language achievement.

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	59.61	-	50.16	-	59.83	-
Teacher Efficiency Index	0.847	0.07	0.499	0.05	0.654	0.03
Teacher Professionalism Index	0.352	0.04	0.166	0.02	1.415	0.07
R^2	0.012		0.01		0.011	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain only about 1.2% in EVS, 1.1% in Mathematics and 1.1% in Language achievement.
- None of the teacher related variables contributed significantly on EVS, Mathematics and Language achievement.

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	59.00	-	50.42	-	59.67	-
Socio-economic Index	1.870**	0.08	2.066**	0.08	1.959**	0.07
Supplementary Helping Index	3.378**	0.09*	3.543**	0.10*	2.211**	0.08
Student Attendance	0.117	0.01	0.271	0.03	0.112	0.01
Distance from Home to School	-0.121	-0.01	-0.473	-0.04	-0.231	-0.03
R^2	0.017		0.020		0.018	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 1.7% in EVS, 2% in Mathematics and 1.8% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal
- In Language, children performed reasonably well in all competencies

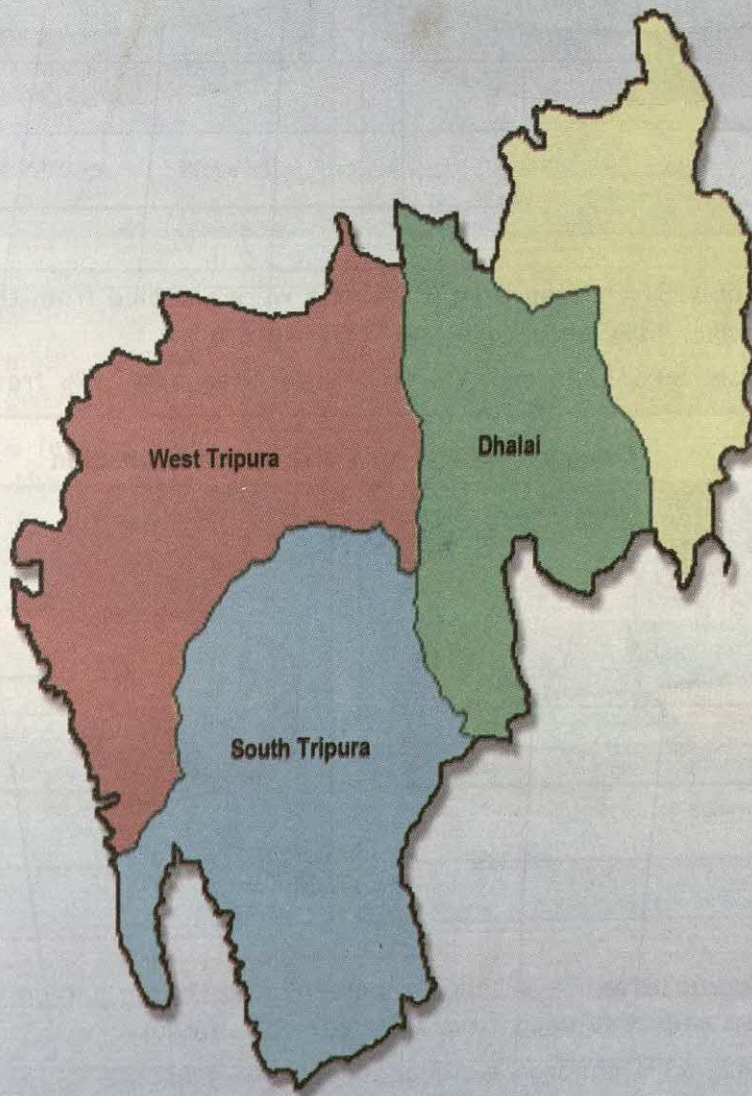
TEST CHARACTERISTICS

- About 30% items in EVS and Language, 53% items in Mathematics were either difficult or very difficult
- Nearly 90% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 70%
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 22% children in EVS, 33% children in Mathematics and 12% children in Language scored less than 40% marks
- About 3% to 5% children scored more than 80% marks in Mathematics and Language as compared to 11% in EVS
- In descriptive questions of Language, 11% children scored 10 out of 10 and 18% children scored zero
- In Mathematics, children performed better in profit and loss and fundamental operations
- In Language, children performed better in vocabulary and spelling

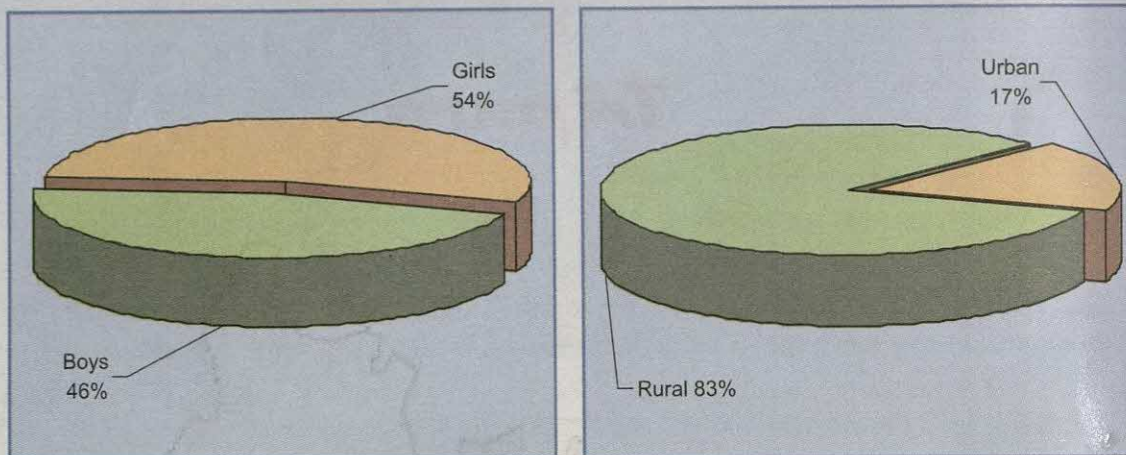
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PROFILES

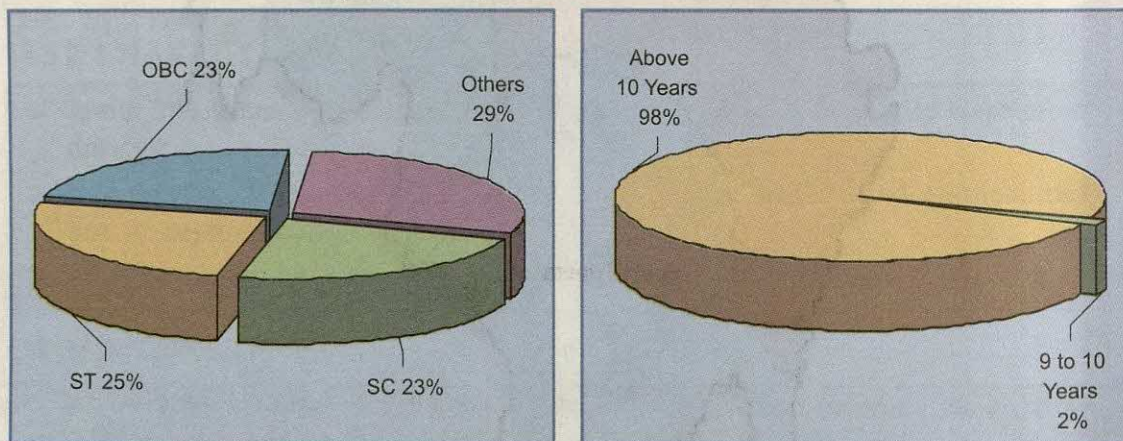
PUPIL

Gender and Area wise Distribution of Children



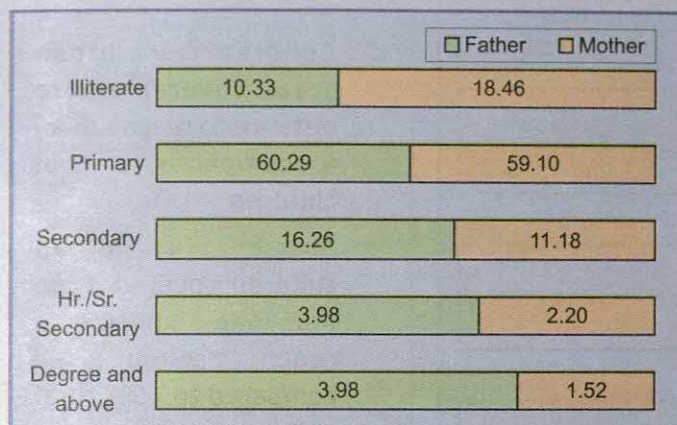
- A total of 1181 children from 3 districts were sampled from the state. Within the sample, 46% were boys and 54% were girls
- Area wise, 83% children were from rural area and 17% from urban area

Category and Age wise Distribution of Children



- Social group wise, 29% children belonged to Others category 25% from ST category and 23% each from OBC and SC category
- Age wise, 98% children were above 10 years of age

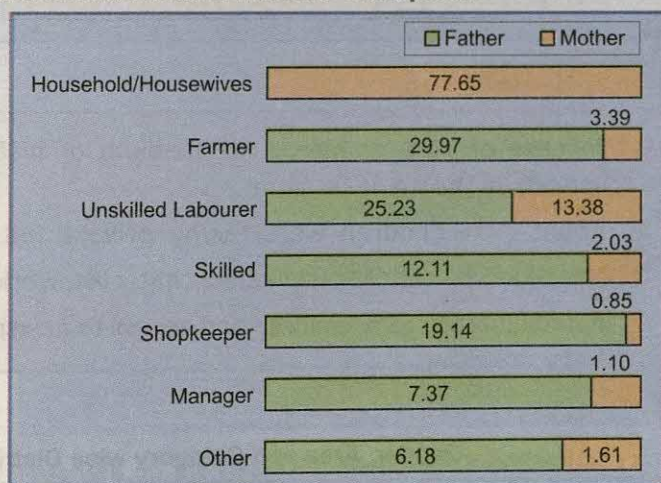
Distribution of Students on the Basis of Parents' Education



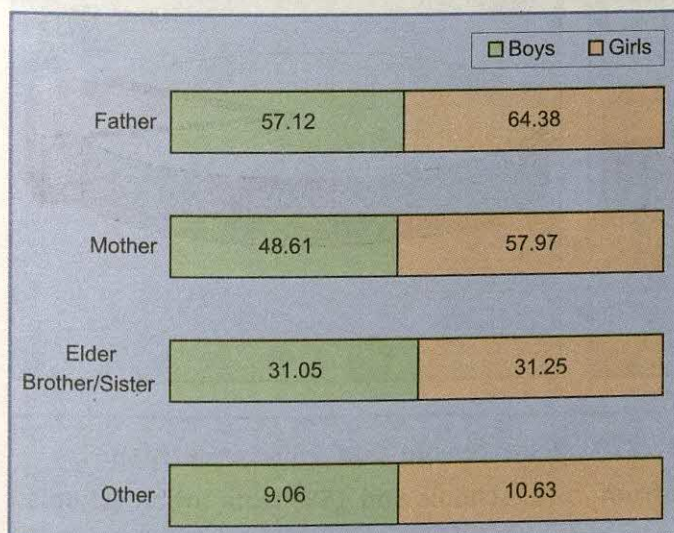
- Regarding educational status, 18% mothers were illiterate as against 10% of fathers
- Only 4% fathers studied up to degree and above level, and for mothers it was only 1.5%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (55%) were either farmers or unskilled labourer
- Majority of mothers (78%) were housewives
- About 7.4% fathers and 1.1% mothers were manager



Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and the trend was followed by mothers and elder peers
- Girls were getting more help from family members than boys

Distance of School from Home



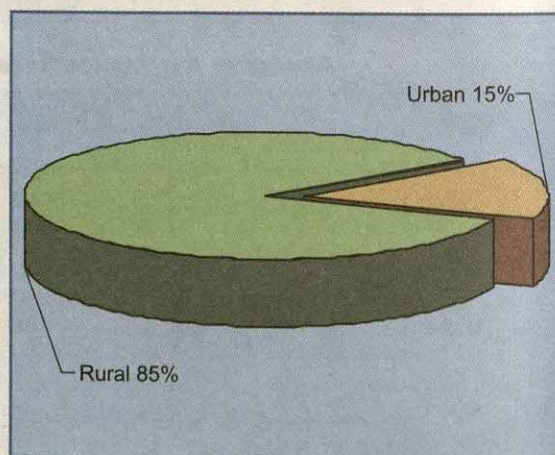
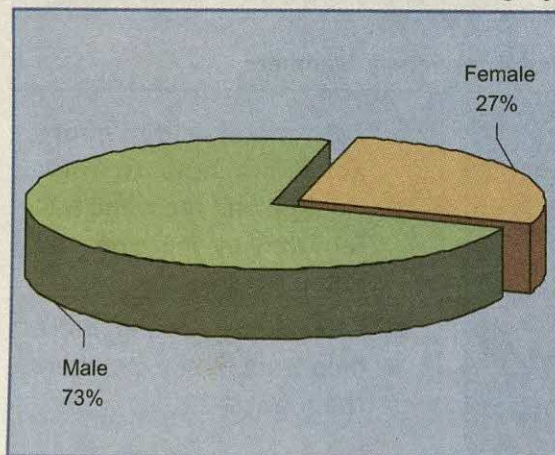
- Children from urban area covered more distance to reach school as compared to rural children
- About 17% urban children covered more than one kilometre to reach school as compared to 15% rural children

Other Trends

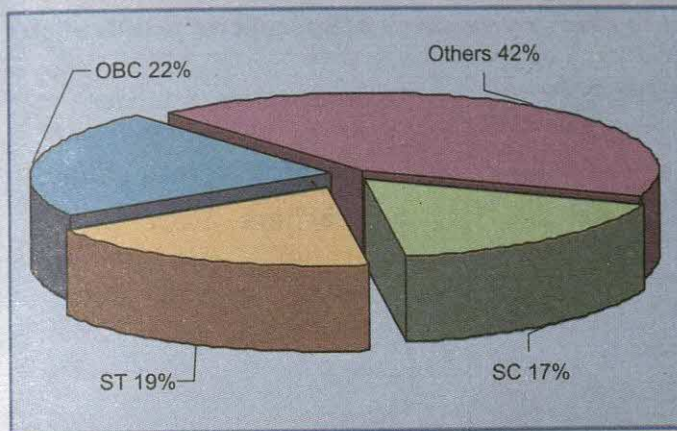
- In case of 71% children, the medium of instruction in school and language spoken at home was same
- About 71% children were taking private tuition
- Nearly 16% children revealed that classwork was checked by teachers
- Approximately, 55% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



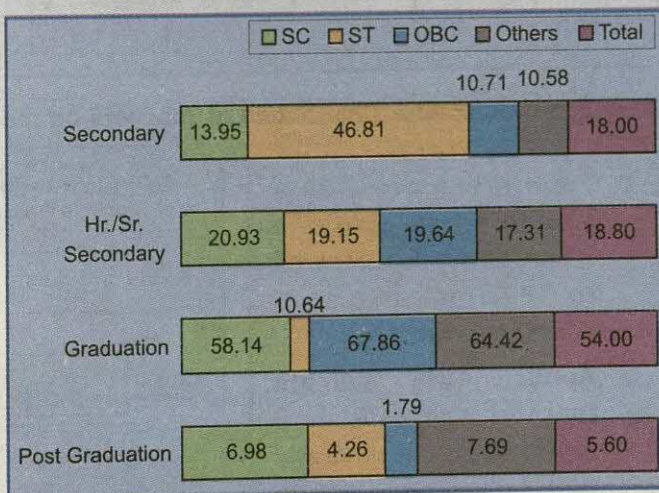
- Out of 250 sampled teachers, 27% were female and 73% were male
- Area wise, 85% teachers were from rural schools and 15% from urban schools



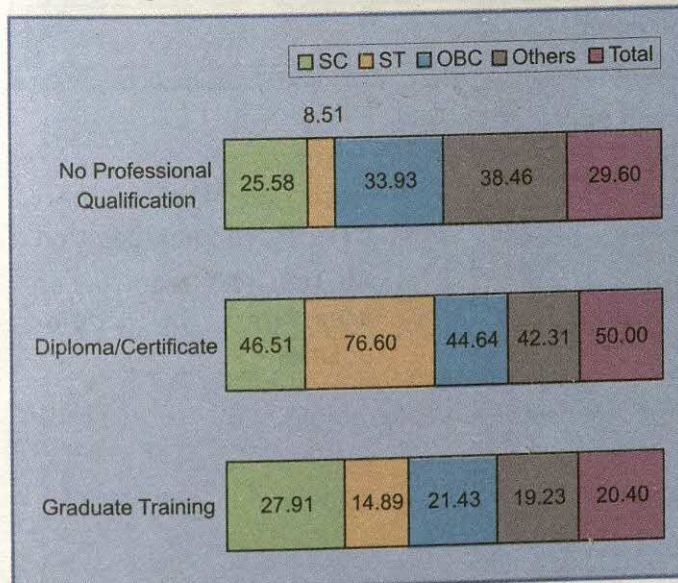
- Category wise, maximum teachers were from Others category (42%) followed by OBC (22%), ST (19%) and 17% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From SC, OBC and Others categories, maximum number of teacher were graduate
- About 47% ST teachers studied up to secondary level

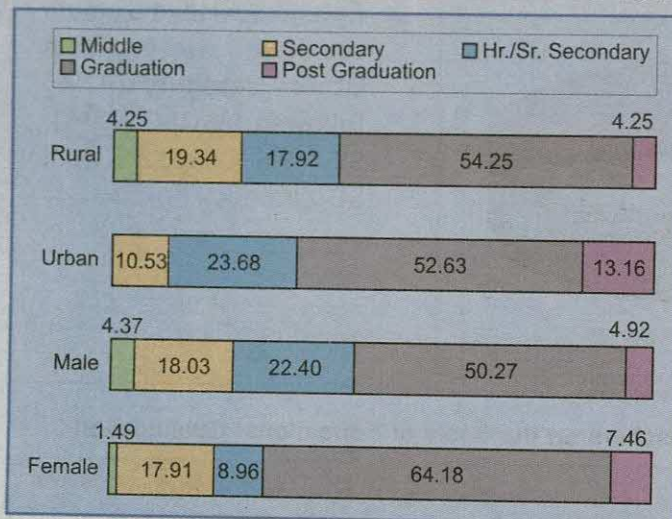


Category wise Distribution of Teachers on the Basis Professional Qualification



- Most of the teachers from each category had diploma level training
- Nearly 20% teachers had graduate level training
- About 30% teachers did not have any professional qualification

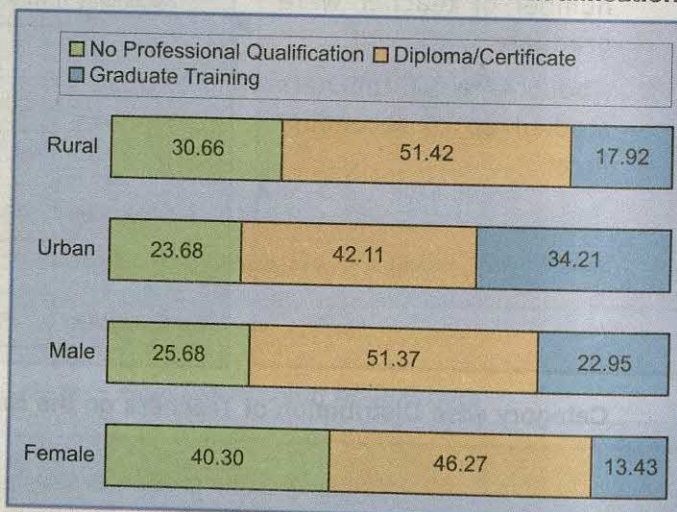
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



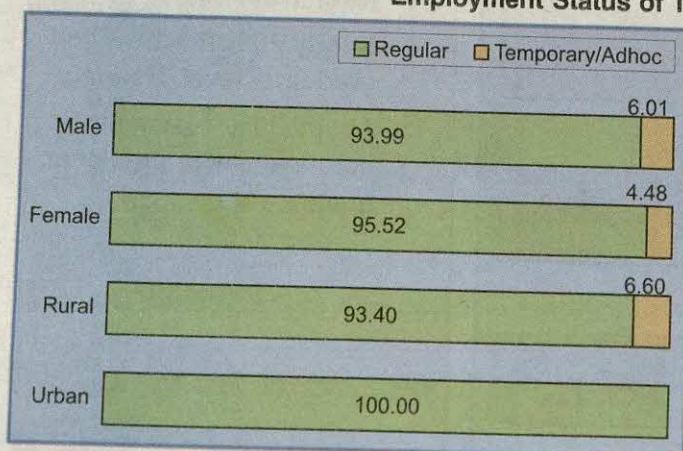
- Irrespective of gender and area, 50% to 64% teachers were graduate
- Teachers from urban schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 34% teachers had graduate level training as compared to 18% for their rural counterparts
- About 40% female teachers and 31% rural teachers did not have any professional qualification

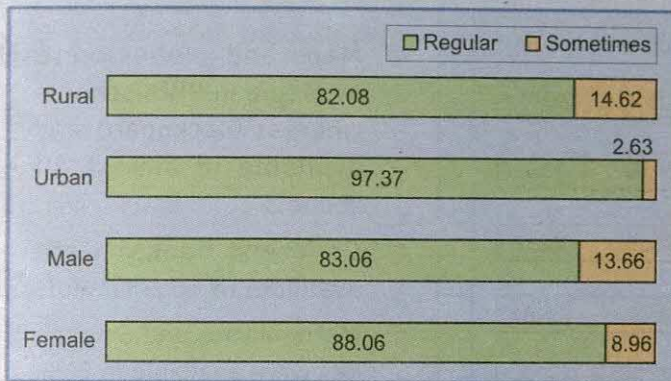


Employment Status of Teachers



- More than 93% teachers were in regular position
- All teachers from urban area were in regular position

Distribution of Teachers on the Basis of Giving Homework



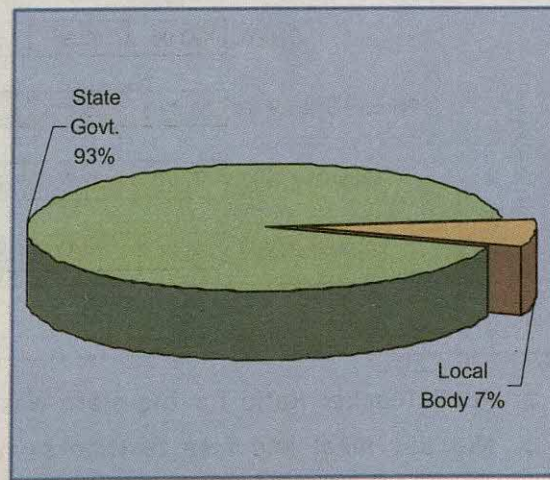
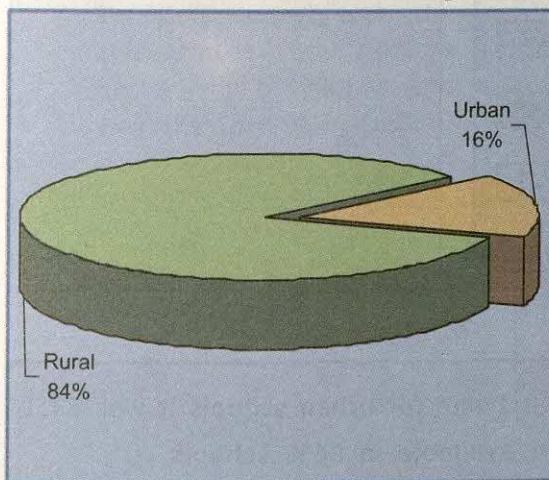
- About 97% urban teachers and 88% female teachers revealed that they were giving homework to children regularly

Other Trends

- Average teaching experience of teachers was 11 years
- Majority (62%) of training programmes were conducted by Block Resource Centres and only 1% were conducted by School Complex
- Teacher's diary was being maintained by 93% teachers
- About 40% teachers in Language, 50% teachers in Mathematics and 47% in Social Science studied up to secondary level

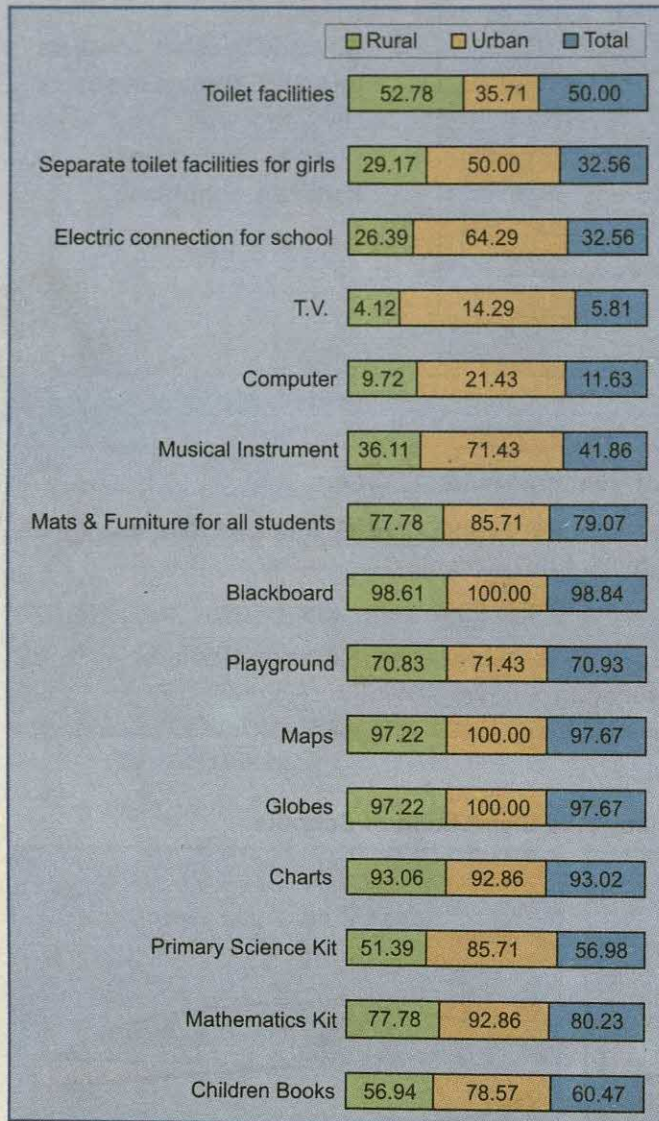
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 86 sampled schools, 84% were from rural area and 16% from urban area
- Management wise, 93% schools were managed by state government and remaining 7% by local body

Availability of School Resources



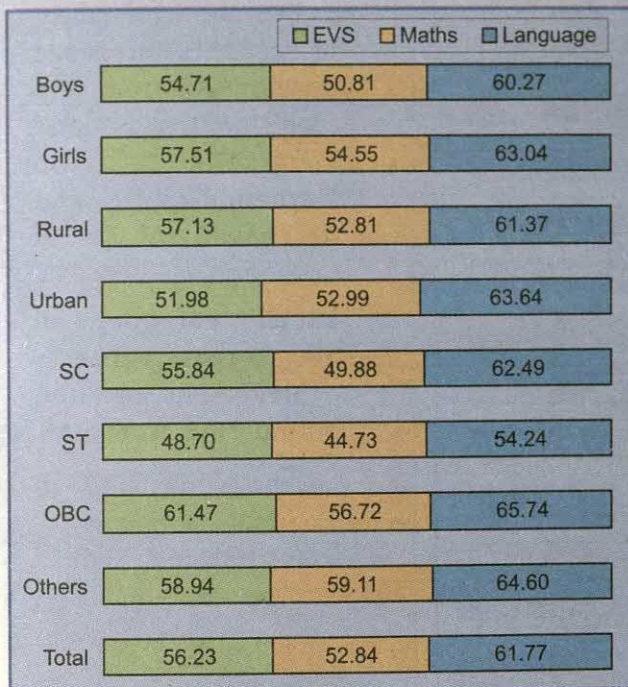
- ➔ Maps and globes were available in 98% schools whereas blackboard was available in almost all schools
- ➔ Children books were available in 60% schools
- ➔ Mathematics and Science kits were available in 80% and 57% schools respectively
- ➔ Television was available in 6% schools and computer was found in 12% schools
- ➔ Separate toilet facility for girls was in 33% schools
- ➔ Overall, urban schools were better resourced than rural schools

Other Trends

- ➔ Pupil Teacher Ratio for the state was 18:1 and for urban schools it was 23:1
- ➔ Mid day meal and free textbooks were available in 86% schools
- ➔ Free uniform was available in 62% schools
- ➔ Average number of working days was 224 days with 6 periods a day
- ➔ Parent teacher associations were existing in 83% schools and VEC/AEC/SMC were in 97% schools

LEARNING ACHIEVEMENT

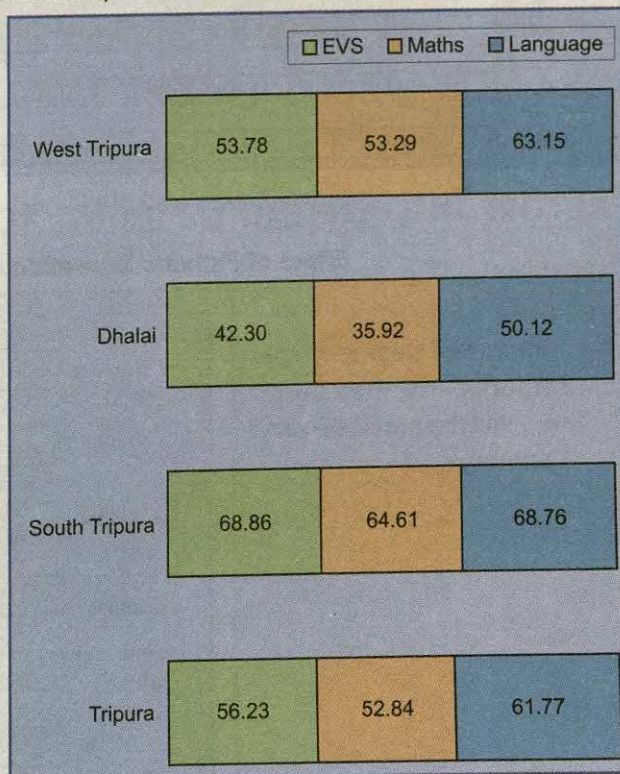
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



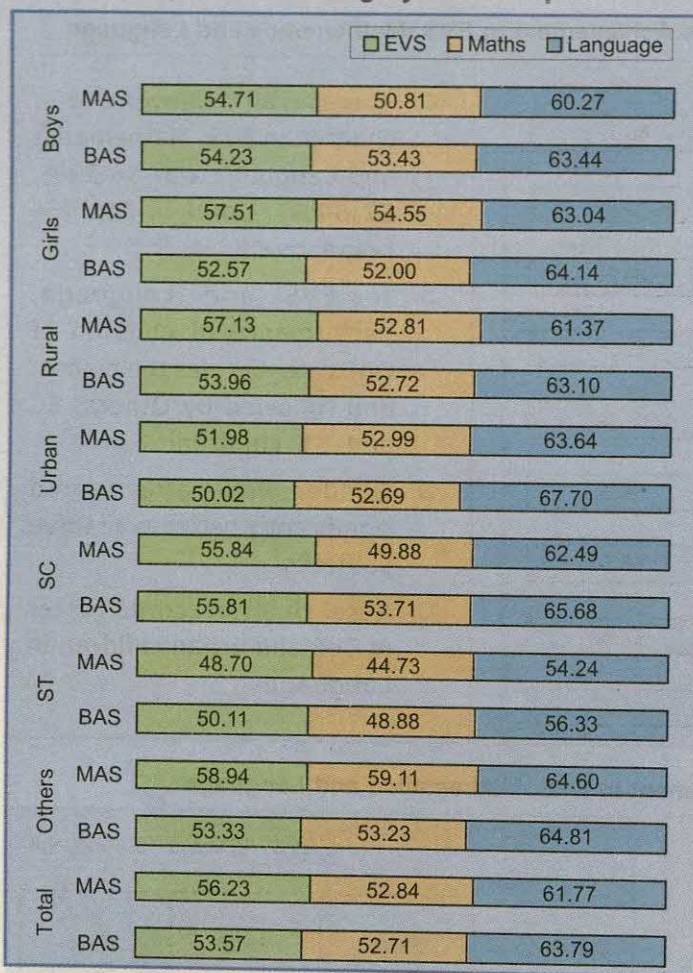
- The overall achievement of children in EVS, Mathematics and Language was 56.23%, 52.84% and 61.77% respectively
- In EVS and Language, performance of children of OBC category was the highest and followed by Others, SC and ST children
- Gender wise, girls scored significantly better in all three subjects
- Rural children scored better in EVS and urban children in Language

District wise Achievement in EVS, Mathematics and Language

- In all three subjects, the achievement in South Tripura district was the highest and was the lowest in Dhalai



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

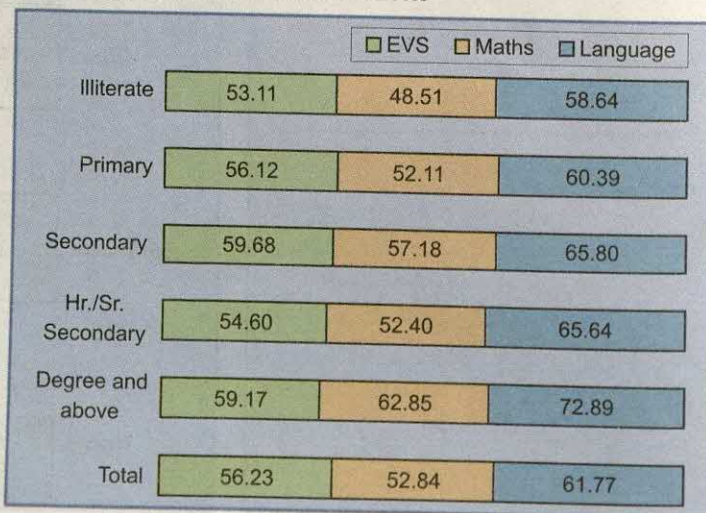


- In EVS, the achievement of students increased during MAS from BAS significantly and marginally in Mathematics and decreased by 2% in Language
- In ST category, in all three subjects achievement declined during MAS from BAS

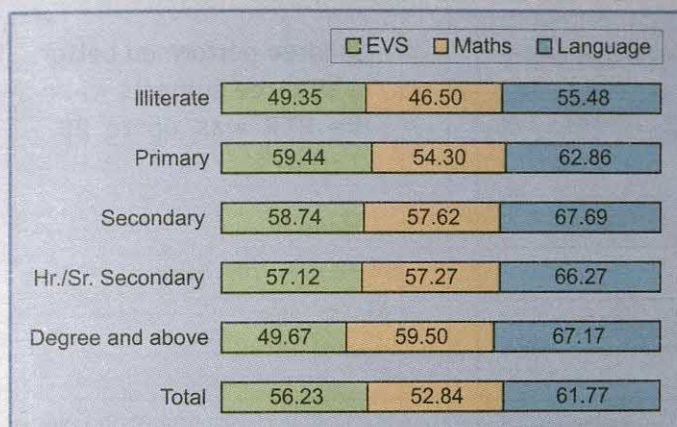
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of degree holder fathers performed better in Mathematics and Language



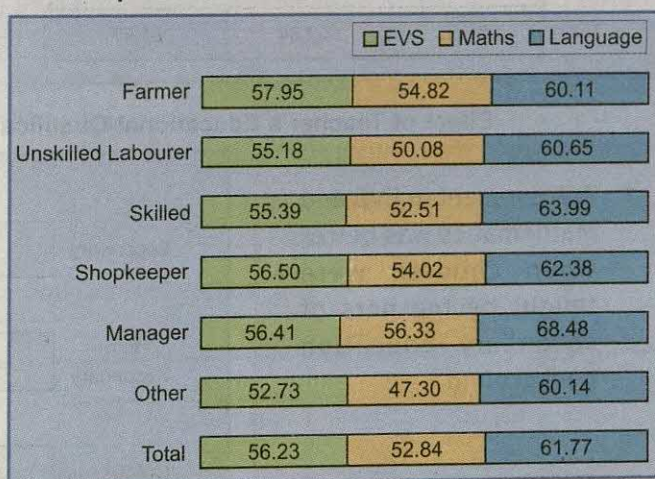
Effect of Mother's Education on Achievement



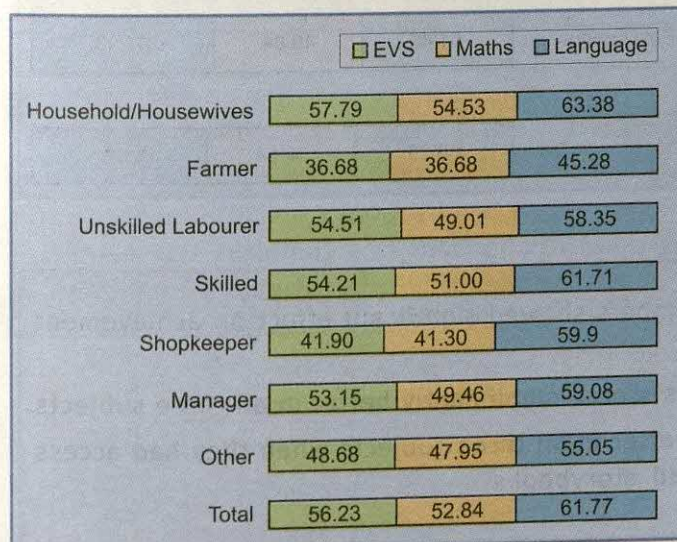
➤ Mother's educational status had shown little influence on achievement of children

Effect of Father's Occupation on Achievement

➤ Children of fathers who were managers performed better in Mathematics and Language

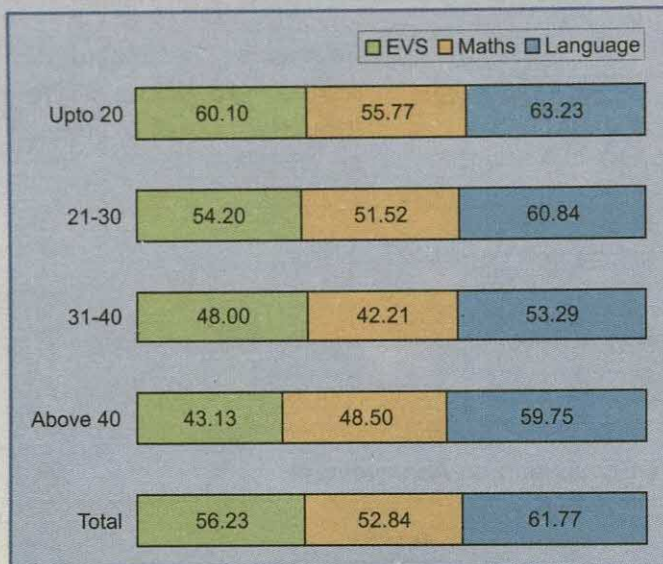


Effect of Mother's Occupation on Achievement



- Children of housewives performed quite well in all three subjects
- Children of mothers who were farmers performed poorly in all three subjects

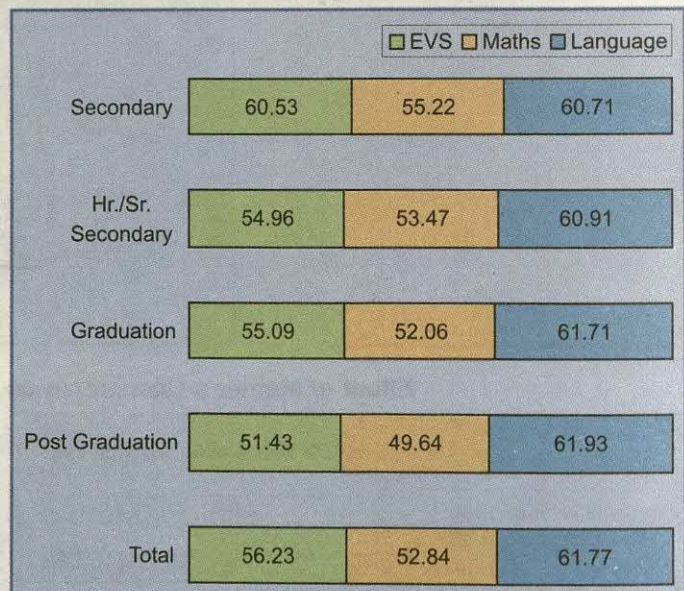
Effect of Pupil Teacher Ratio on Achievement



➤ Children performed better in all three subjects when the PTR was up to 20

Effect of Teacher's Educational Qualification on Achievement

➤ Achievement in EVS and Mathematics was better when children were taught by teachers of secondary education background



Other Trends

- Academic help from family members showed significant effect on achievement in all three subjects
- Children of age above 10 years scored significantly better in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	53.206	-	64.09	-	62.71	-
Infrastructure Index	0.676	0.07	0.493	0.04	0.628	0.04
Instructional Facility Index	0.938	0.08	0.683	0.06	0.638	0.04
Auxiliary Facility Index	4.117*	0.13	2.445*	0.11	3.269*	0.08
Human Resource Index	0.555	0.05	1.885	0.09	0.584	0.04
Community Participation Index	5.226*	0.16	9.316**	0.14	5.949*	0.11
Inspection of Schools	10.430**	0.18*	2.393*	0.09	4.675*	0.10
R ²	0.045		0.065		0.057	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 4.5% in EVS, 6.5% in Mathematics and 5.7% in Language
- Inspection of schools, auxiliary facilities in schools and community participation had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	53.21	-	50.23	-	60.324	-
Teacher Efficiency Index	2.986*	0.07	3.879*	0.09	0.547	0.03
Teacher Professionalism Index	4.092*	0.10	3.423*	0.08	1.231	0.05
R^2	0.016		0.015		0.01	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 1.6% in EVS, 1.5% in Mathematics and 1% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in-service training) and teacher professionalism contributed significantly on EVS and Mathematics achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	57.41	-	53.45	-	61.02	-
Socio-economic Index	4.405**	0.10*	7.982**	0.13*	5.775*	0.12*
Supplementary Helping Index	1.887*	0.08	2.881**	0.09	0.239	0.03
Student Attendance	0.219	0.03	0.137	0.02	0.378	0.04
Distance from Home to School	-0.113	-0.01	-0.239	-0.03	-0.511	-0.05
R^2	0.010		0.029		0.028	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 1% in EVS, 2.9% in Mathematics and 2.8% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS and Mathematics achievement and only socio-economics index on Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, children performed reasonably well in all competencies
- In Language, children performed reasonably well in all competencies

TEST CHARACTERISTICS

- About 33% to 40% items in EVS and Mathematics, 27% items in Language were difficult
- Nearly 85% - 98% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 34% to 38% children scored less than 40% marks in EVS and Mathematics as compared to 16% in Language
- About 15% to 20% children scored more than 80% marks in all three subjects
- In descriptive questions of Language, 13% children scored 10 out of 10 and 26% children scored zero
- In Mathematics, children performed better in fundamental operations and average
- In Language, children performed better in spelling and comprehension of time table

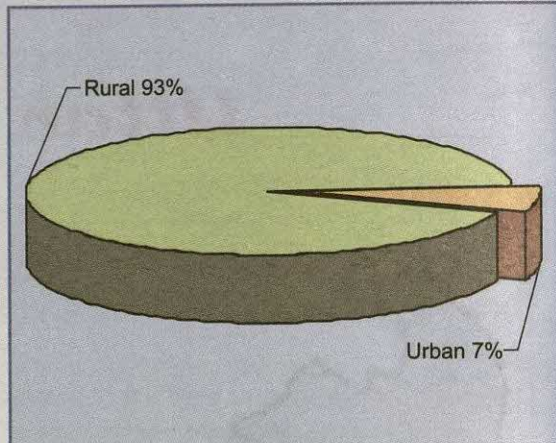
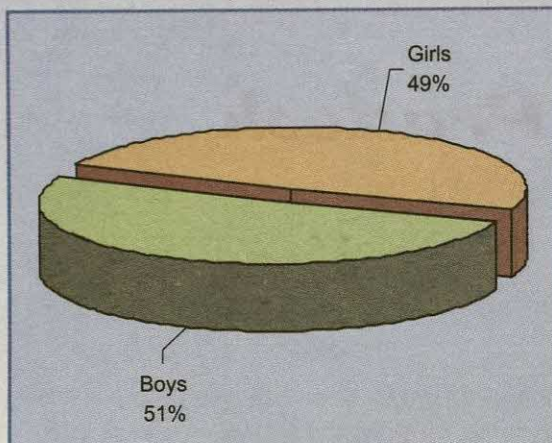
Uttar Pradesh



PROFILES

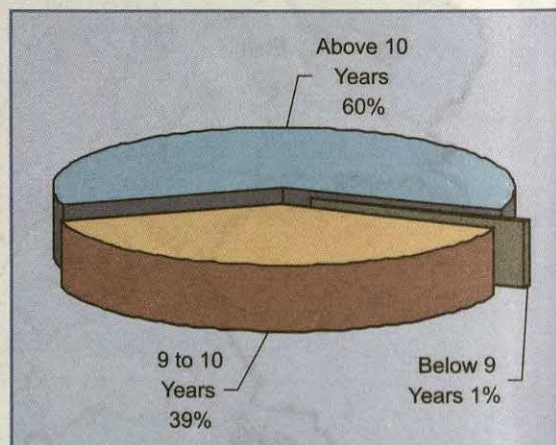
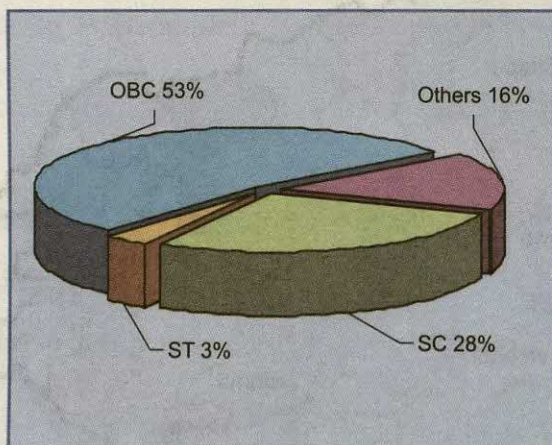
PUPIL

Gender and Area wise Distribution of Children



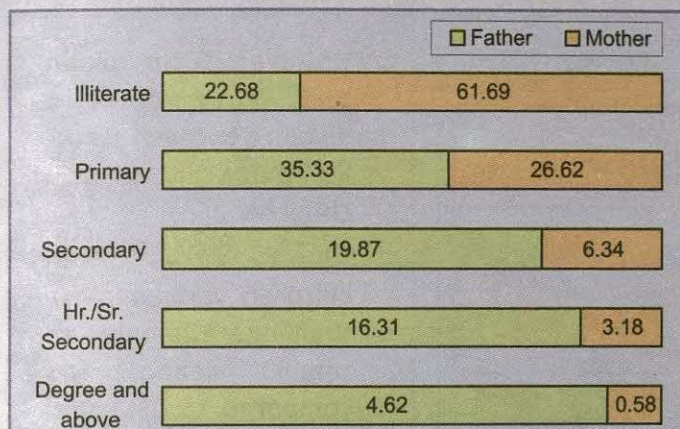
- A total of 3960 children from 13 districts were sampled from the state. Within the sample, 51% were boys and 49% were girls
- Area wise, 93% children were from rural area and 7% from urban area

Category and Age wise Distribution of Children



- Social group wise, 53% children belonged to OBC category and only 3% from ST category
- Age wise, 60% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

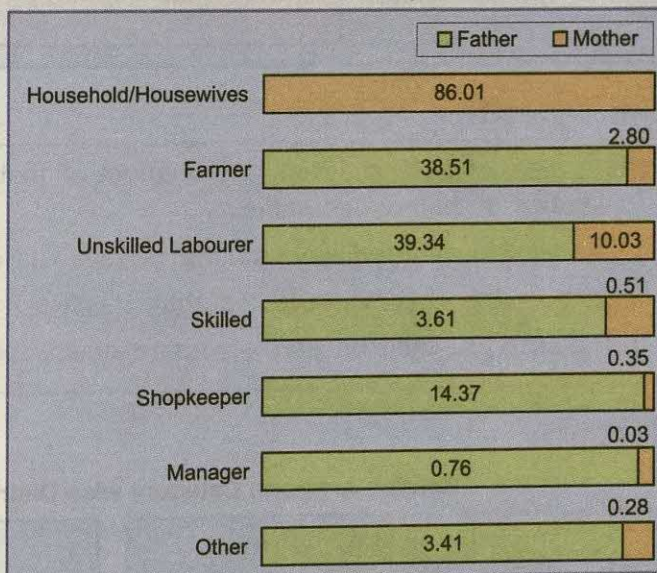


➤ Regarding educational status, 62% mothers were illiterate as against 23% of fathers

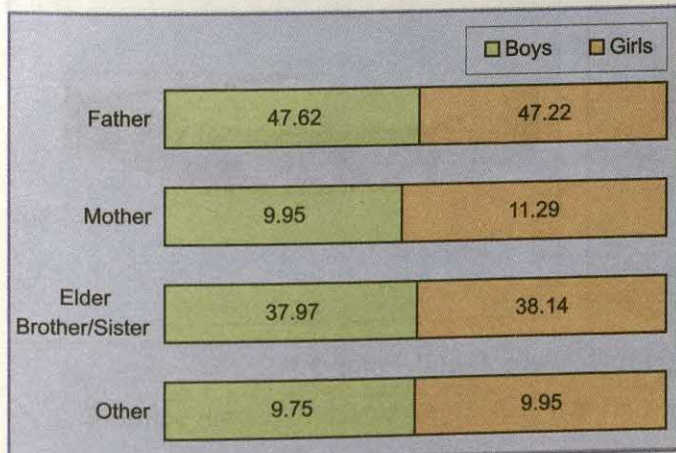
➤ Only 4.6% fathers studied up to degree and above level and for mothers it was only 0.6%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (78%) were either farmers or unskilled labourer
- Majority of mothers (86%) were housewives
- Only 0.8% fathers and very few mothers were managers



Academic Assistance Received from Family Members



➤ Fathers provided more academic help to their children and it was followed by elder peers and mothers

Distance of School from Home



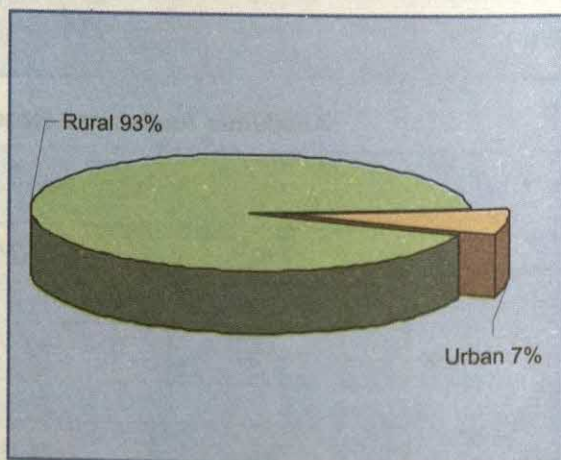
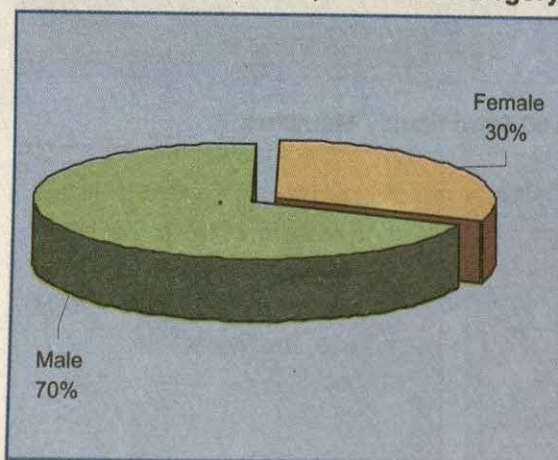
- ⇒ Children from urban area covered more distance to reach school as compared to rural children
- ⇒ About 10% urban children walked more than one kilometer to reach school as compared to 6% rural children

Other Trends

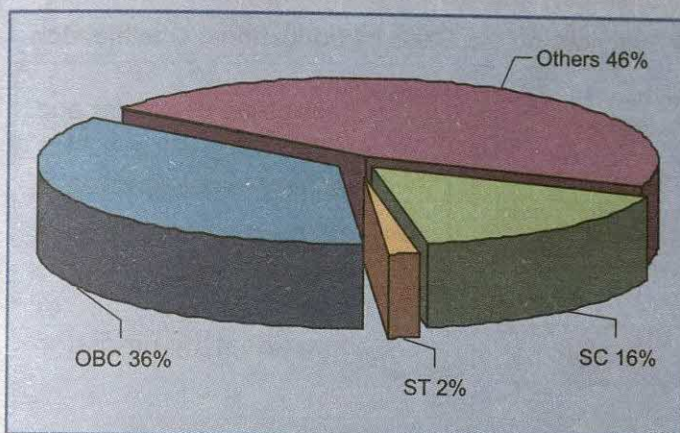
- ⇒ In case of 86% children, the medium of instruction in school and language spoken at home was same
- ⇒ About 8% children were taking private tuition
- ⇒ Nearly 2% children revealed that classwork was checked by teachers
- ⇒ About 51% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



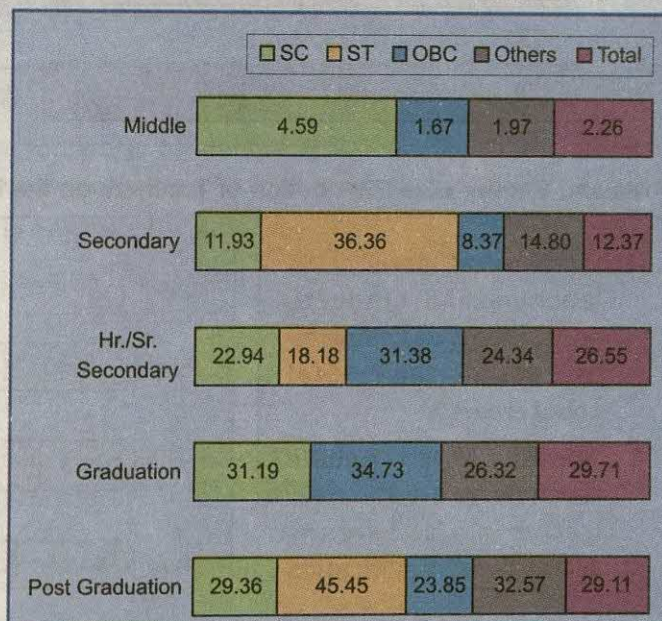
- ⇒ Out of 663 sampled teachers, 30% were female and 70% were male
- ⇒ Area wise, 93% teachers were from rural and 7% from urban schools



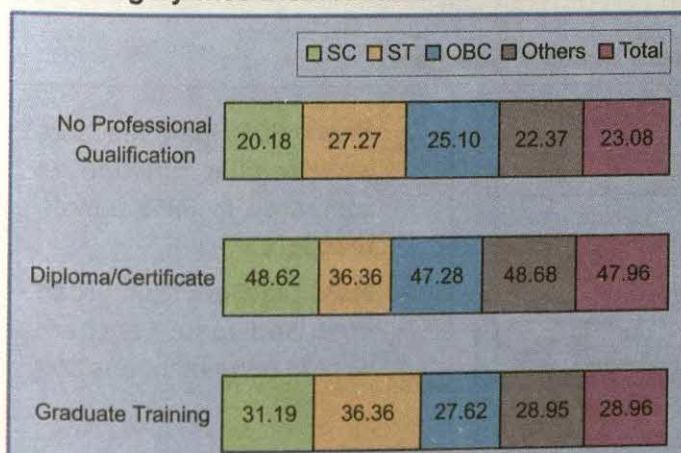
- Category wise, maximum teachers were from Others category (46%) followed by OBC (36%), SC (16%) and 2% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Nearly 59% to 60% teachers from OBC and Others category were either graduate or postgraduate
- About 45% teachers from ST category studied up to postgraduate level

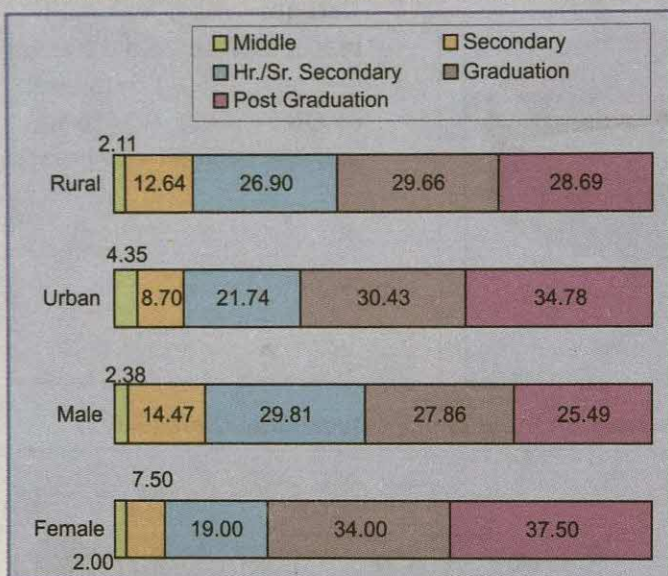


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Nearly 47% to 49% teachers from SC, OBC and Others category had diploma level training
- Irrespective of categories, 28% to 36% had graduate level professional training
- About 23% of teachers did not have any professional qualification

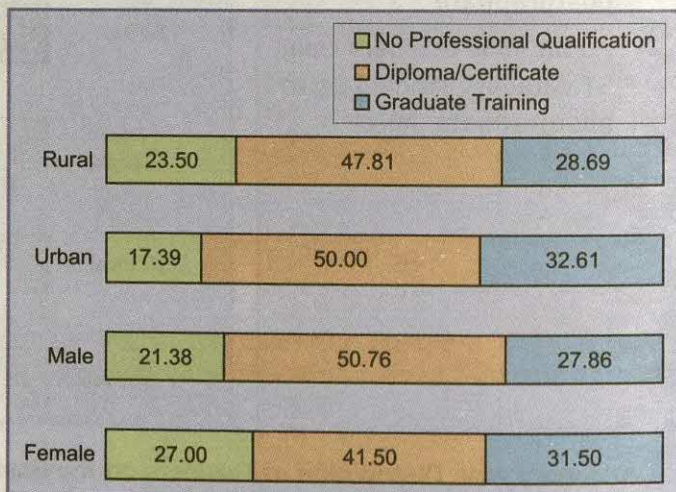
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



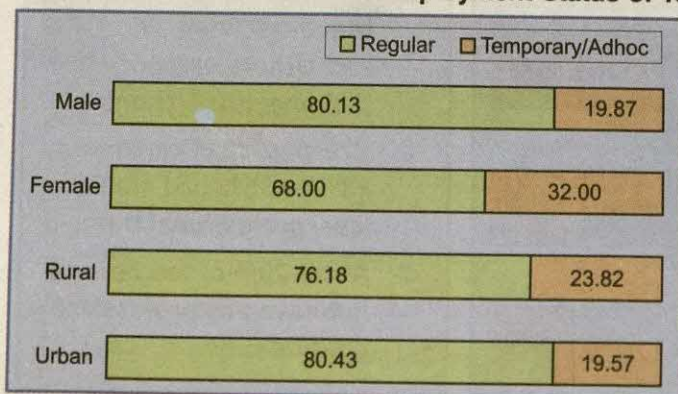
- Irrespective of gender and area, 28% to 34% teachers were graduate
- Teachers from urban schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 33% teachers had graduate level training as compared to 29% of their rural counterparts
- About 27% female teachers and 24% rural teachers did not have any professional qualification

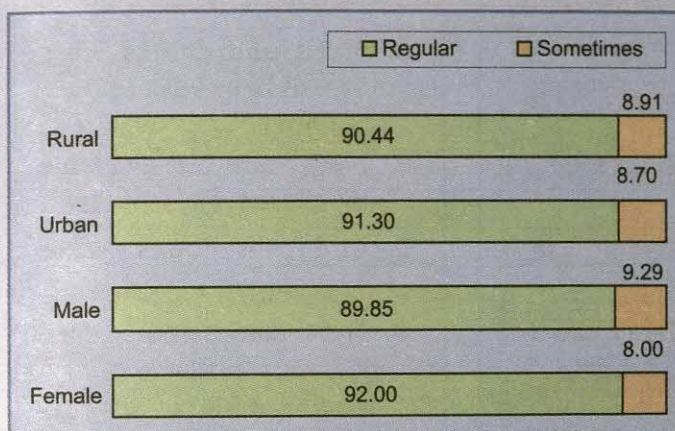


Employment Status of Teachers



- Nearly 80% male teachers were regular position as compared in 68% female teachers
- More teachers from urban area and male teachers were in permanent position

Distribution of Teachers on the Basis of Giving Homework



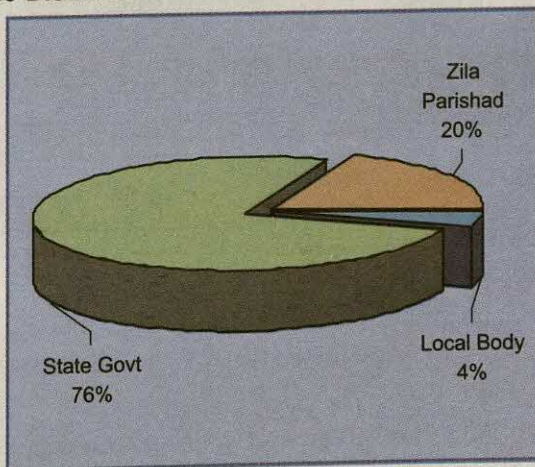
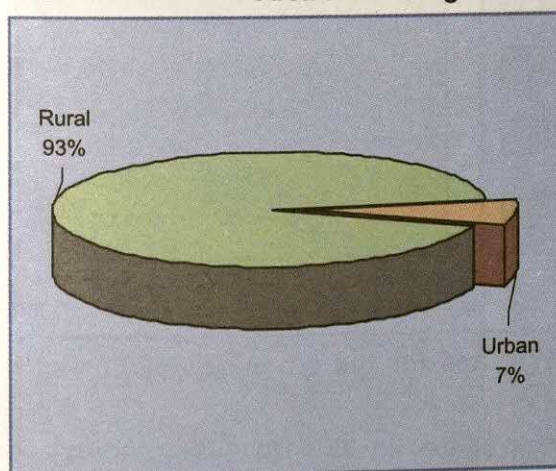
⇒ Irrespective of area and gender 89% to 92% teachers were giving homework regularly to children

Other Trends

- ⇒ Average teaching experience of teachers was 14 years
- ⇒ About 79% training programmes were conducted in Block Resource Centres and only 1% were conducted by Teacher Resource Centres and SCERT/SIE
- ⇒ Teachers diary was being maintained by 58% teachers
- ⇒ Nearly 20% teachers studied Language up to graduate level and for Mathematics and Social Science, it was only 4% and 9% respectively

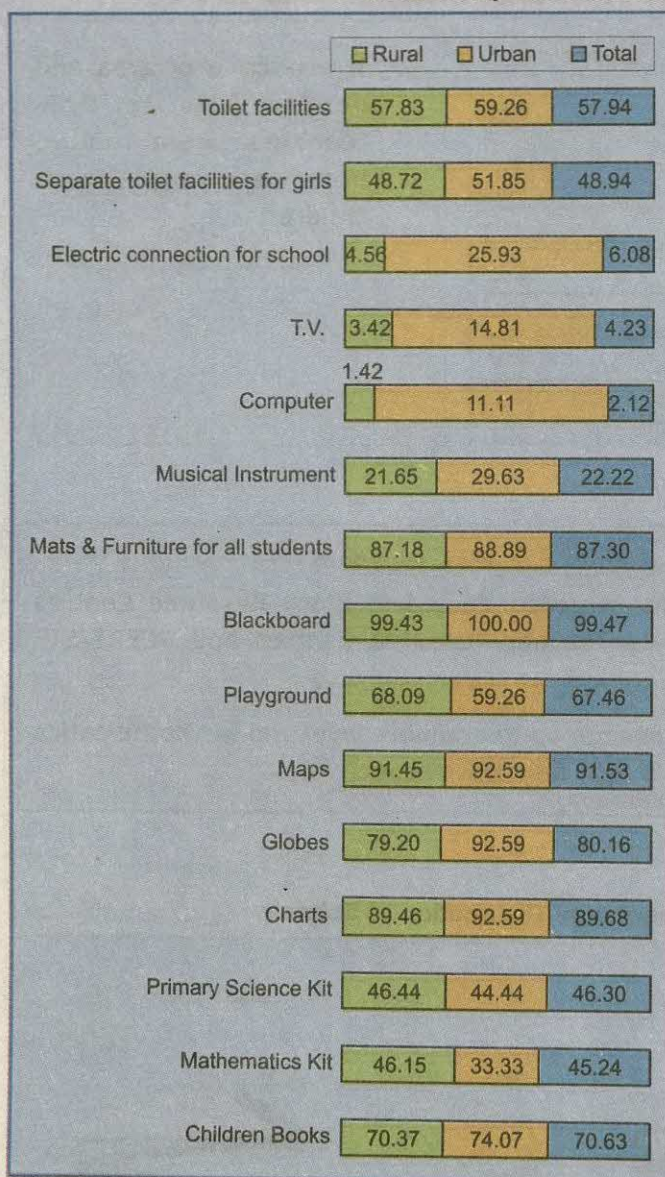
SCHOOLS

Area and Management wise Distribution of Schools



- ⇒ Out of 378 sampled schools, 93% were from rural area and 7% from urban area
- ⇒ Management wise, 76% schools were managed by state government, 20% schools by Zila Parishad and remaining 4% by local body

Availability of School Resources



- Maps and charts were available in 90% to 92% schools whereas blackboard was available in almost all schools
- Children books were available in 71% schools
- Mathematics and Science kits were available in 45% and 46% schools respectively
- Television was available in 4% schools and computers were found in 2% schools
- Separate toilet facility for girls was in 49% of schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio for the state was 57:1 and for the urban schools it was 44:1
- Mid day meal and free textbooks were available in 92% to 94% schools
- Scholarship for attendance was available in 71% schools
- Average number of working days was 223 days with 8 periods a day
- Parent teacher associations were existing in 73% schools and VEC/AEC/SMC were in 97% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	56.93	53.46	62.37
Girls	55.42	51.26	61.15
Rural	56.51	52.40	61.64
Urban	51.83	52.17	63.60
SC	55.04	51.63	61.00
ST	56.39	53.78	61.79
OBC	56.43	53.12	62.04
Others	57.36	50.96	62.23
Total	56.19	52.39	61.77

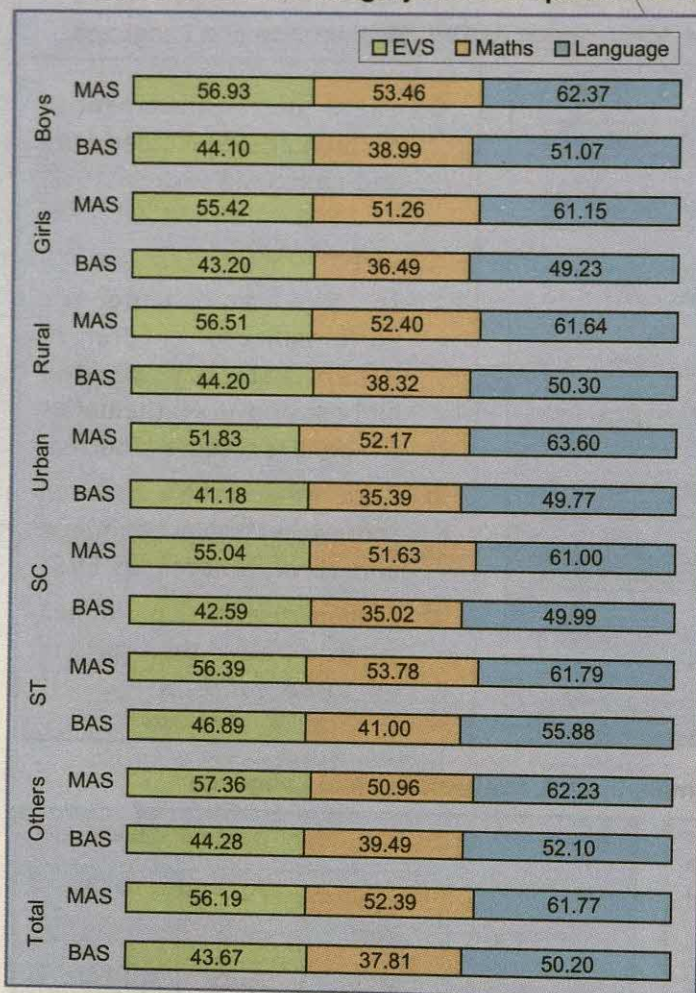
- The overall achievement of children in EVS, Mathematics and Language was 56.19%, 52.39% and 61.77% respectively
- In EVS and Language performance of children of Others category was the highest and in Mathematics ST children scored better
- Area wise, urban children scored better in Language and rural children in EVS
- Gender wise, boys performed slightly better than girls in all three subjects

District wise Achievement in EVS, Mathematics and Language

- In EVS, the achievement in Auraiya was the highest and it was lowest in Varanasi
- In Mathematics and Language, children of Unnao showed the highest achievement and Varanasi showed lowest

	EVS	Maths	Language
Moradabad	58.51	58.76	67.08
Bulandshahr	59.00	54.78	62.49
Auraiya	67.16	59.23	69.02
Etah	51.33	47.81	62.12
Unnao	65.42	60.30	73.28
Sitapur	59.56	57.29	64.80
Fatehpur	64.94	57.59	59.59
Chitrakoot	58.92	53.26	65.76
Varanasi	36.11	31.13	45.97
Jaunpur	46.35	45.83	56.46
Ballia	54.53	56.82	61.18
Sant Kabir Nagar	58.96	54.88	62.14
Gorakhpur	53.71	48.99	60.32
Uttar Pradesh	56.19	52.39	61.77

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

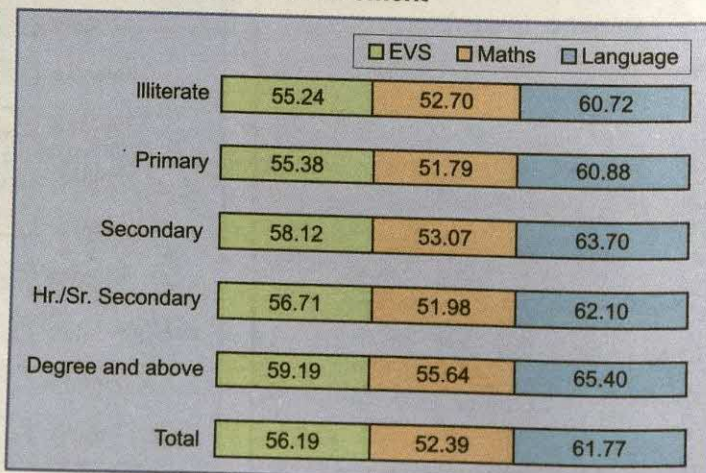


➤ In all three subjects, the achievement of students increased by 12% to 15% during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

➤ Children of fathers who were degree and above level educated scored highest in EVS, Mathematics and Language



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	55.82	52.43	61.70
Primary	56.63	52.42	62.06
Secondary	56.41	50.87	61.29
Hr./Sr. Secondary	58.28	54.81	62.11
Degree and above	59.00	57.43	66.30
Total	56.19	52.39	61.77

➤ Children of mothers who were graduate and above scored highest in all three subjects

Effect of Father's Occupation on Achievement

➤ Children of fathers who were managers scored highest in Mathematics and Language

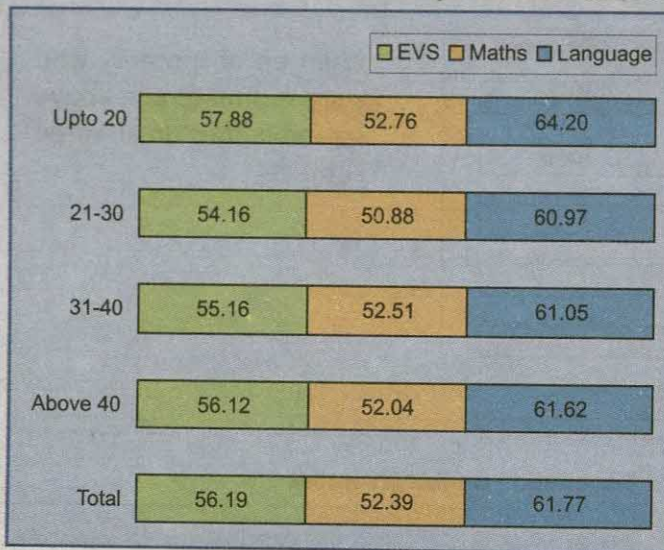
	EVS	Maths	Language
Farmer	57.81	53.75	63.88
Unskilled Labourer	55.63	51.46	60.39
Skilled	56.65	54.34	64.63
Shopkeeper	54.09	50.63	60.41
Manager	57.03	60.50	66.87
Other	52.60	51.17	55.55
Total	56.19	52.39	61.77

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	56.10	52.13	61.92
Farmer	57.41	59.01	61.42
Unskilled Labourer	57.60	53.31	61.27
Skilled	48.50	53.60	60.95
Shopkeeper	38.43	40.86	46.86
Other	59.73	46.27	55.91
Total	56.19	52.39	61.77

➤ Children of mothers who were farmers performed reasonably well in Mathematics

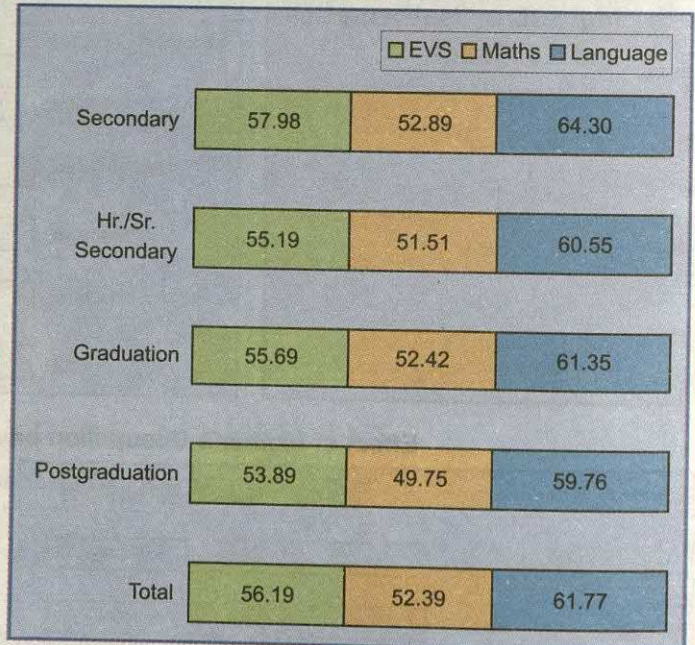
Effect of Pupil Teacher Ratio on Achievement



➤ Children performed better when the PTR was up to 20:1

Effect of Teacher's Educational Qualification on Achievement

➤ Achievement in all three subjects was better when children were taught by teachers of secondary education background



Other Trends

- Children performed better when they took private tuition in all three subjects
- Academic help from family members showed significant and positive effect on achievement in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	40.65	-	41.30	-	53.25	-
Infrastructure Index	0.637	0.06	0.230	0.02	0.620	0.05
Instructional Facility Index	0.283	0.02	0.367	0.04	0.268	0.02
Auxiliary Facility Index	0.833	0.04	0.122	0.01	0.506	0.07
Human Resource Index	4.718*	0.11	1.446*	0.07	0.923	0.07
Community Participation Index	4.996*	0.12	4.126*	0.11	2.079*	0.10
Inspection of Schools	1.286*	0.09	2.898*	0.09	0.958	0.06
R^2	0.053		0.028		0.029	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 5.3% in EVS, 2.8% in Mathematics and 2.9% in Language
- Inspection of schools, community participation and more number of teachers had significant impact on EVS and Mathematics achievement
- Community participation had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	B0.853	r
Constant	55.30	-	51.49	-	60.96	-
Teacher Efficiency Index	0.928	0.06	1.111	0.06	0.853	0.04
Teacher Professionalism Index	2.409*	0.10*	1.814*	0.07	1.620*	0.06
R^2	0.01		0.011		0.012	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 1% in EVS, 1.1% in Mathematics and 1.2% in Language achievement
- Teachers professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	57.11	-	53.06	-	62.73	-
Socio-economic Index	0.717	0.04	0.470	0.05	0.908	0.05
Supplementary Helping Index	4.240**	0.11**	3.325**	0.09*	3.826**	0.09*
Student Attendance	0.278	0.02	0.296	0.02	0.118	0.01
Distance from Home to School	-0.119	-0.01	-0.317	-0.02	-0.197	-0.02
R^2	0.014		0.01		0.015	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 1.4% in EVS, 1% in Mathematics and 1.5% in Language achievement
- Supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, children performed reasonably well in all competencies
- In Language, children performed reasonably well in all competencies

TEST CHARACTERISTICS

- About 23% items in EVS, 40% items in Mathematics, and 15% items in Language were either difficult or very difficult
- Nearly 95% to 98% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.69 to 0.88

OTHER TRENDS

- About 25% children in EVS, 30% children in Mathematics and 14% children in Language scored less than 40% marks
- About 8% to 9% children scored more than 80% marks in EVS and Mathematics as compared to 14% in Language
- In descriptive questions about 4% children scored 10 out of 10 and 18% children scored zero
- In Mathematics, children performed better in profits & loss and simple interest
- In Language, children performed better in spelling and vocabulary

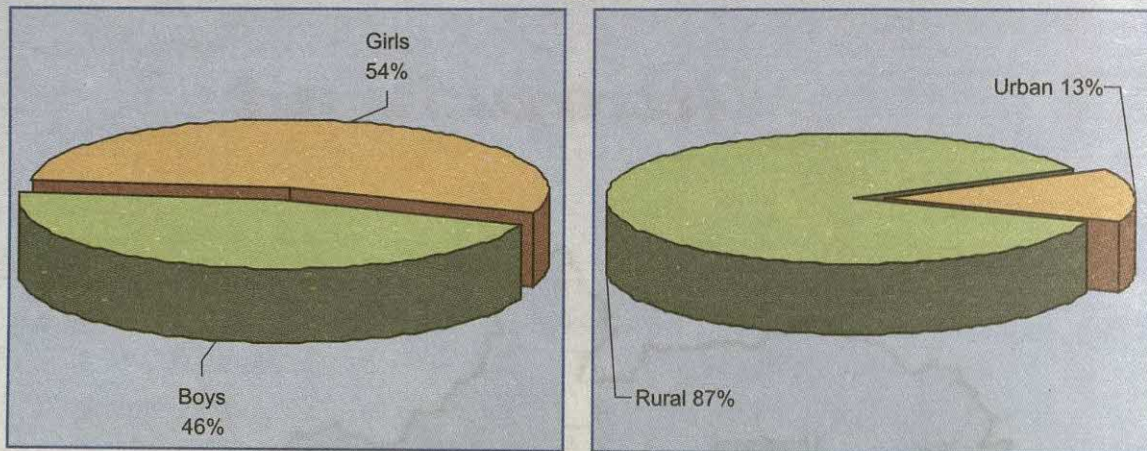
Uttarakhand



PROFILES

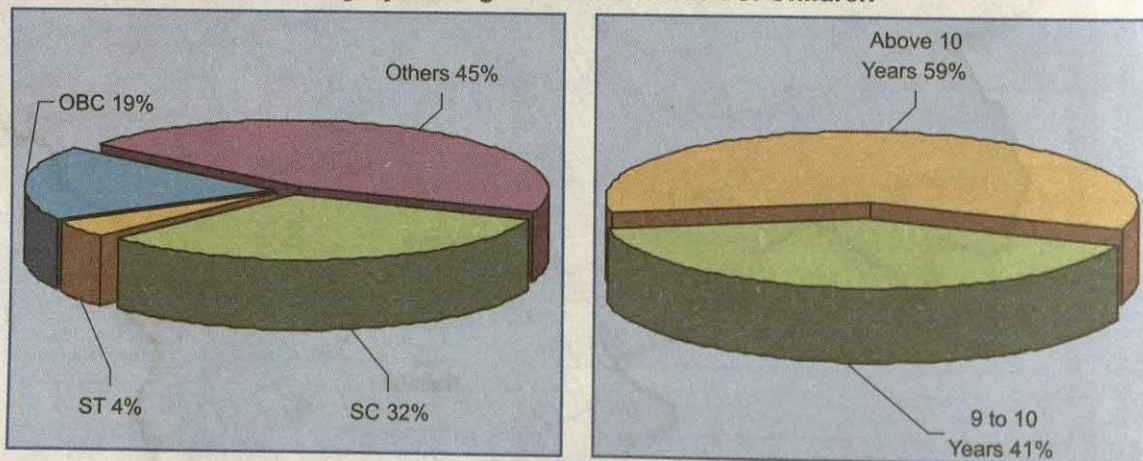
PUPIL

Gender and Area wise Distribution of Children



- A total of 2170 children from 8 districts were sampled from the state. Within the sample, 46% were boys and 54% were girls
- Area wise, 87% children were from rural area and 13% from urban area

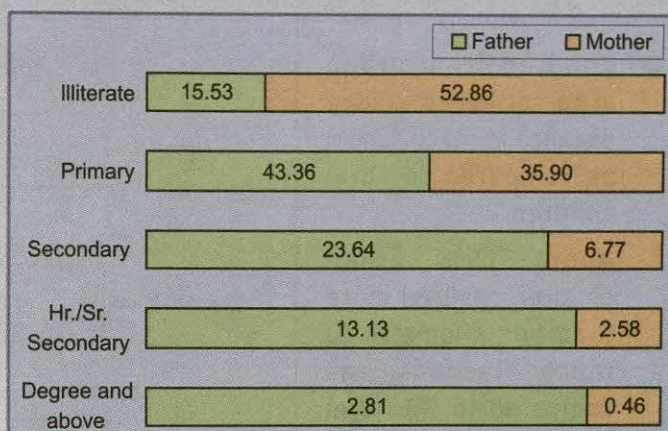
Category and Age wise Distribution of Children



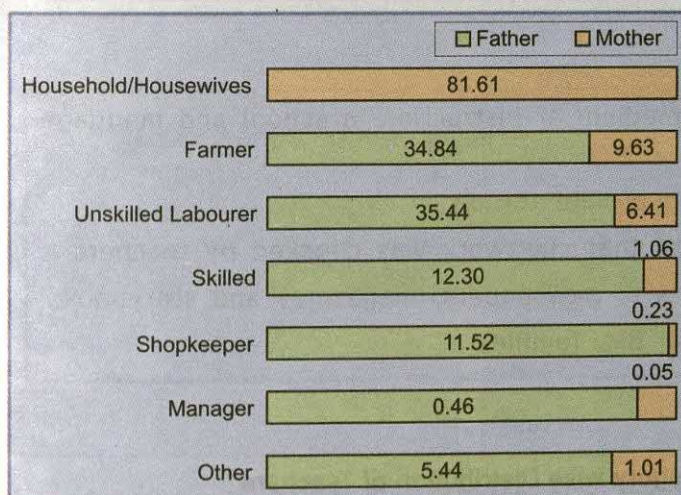
- Social group wise, 45% children belonged to Others category and only 4% from ST category
- Age wise, 59% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 53% mothers were illiterate as against 16% fathers
- Only 3% fathers studied up to degree and above level and for mothers it was only 0.5%



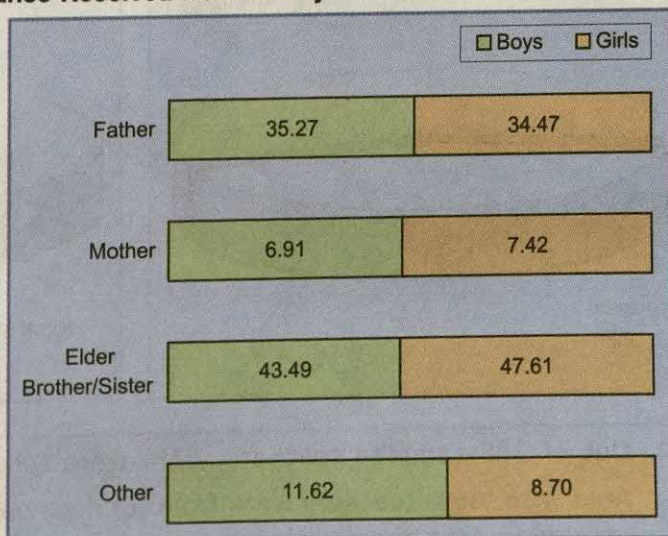
Distribution of Students on the Basis of Parents' Occupation



- Majority of fathers (70%) were either farmers or unskilled labourers
- Majority of mothers (82%) were housewives
- Very few parents were managers

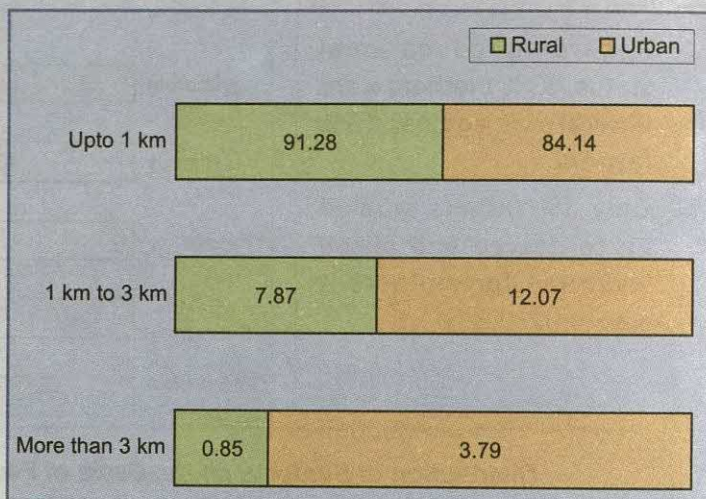
Academic Assistance Received from Family Members

- Elder peers provided more academic help to their siblings and the trend was followed by fathers and mothers



Distance of School from Home

- Children from urban area covered more distance to reach school as compared to rural children
- About 16% urban children covered more than one kilometre to reach school as compared to 9% rural children

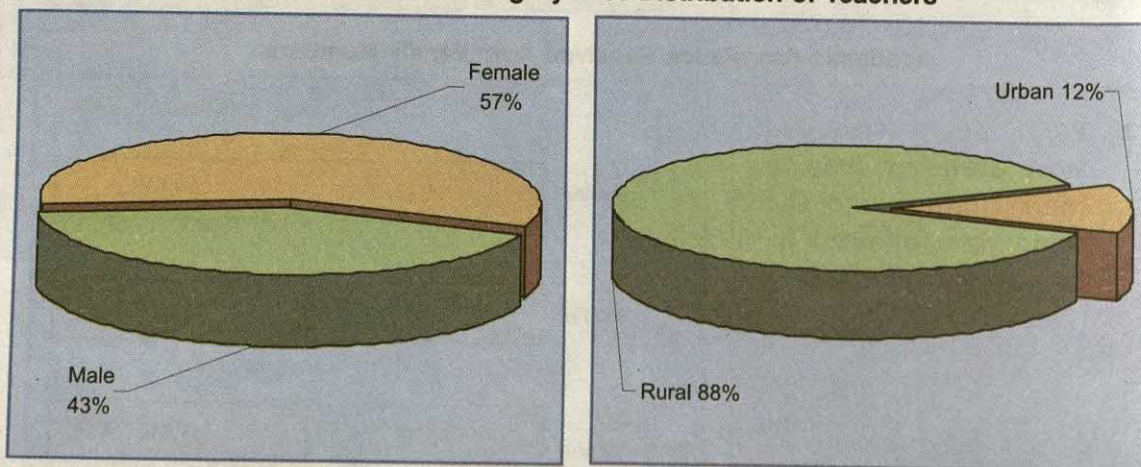


Other Trends

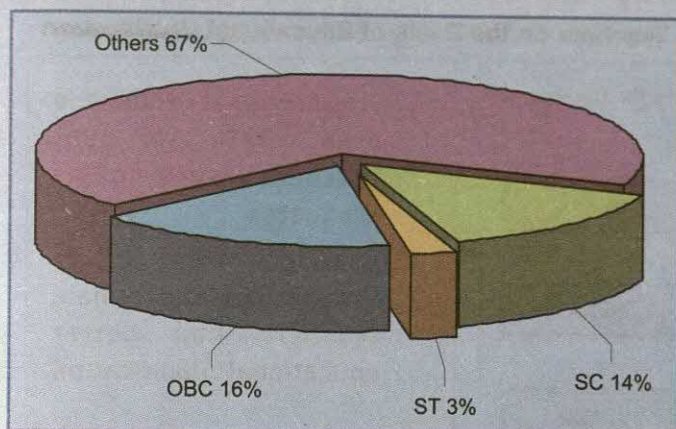
- In case of 54% children, the medium of instruction in school and language spoken at home was same
- About 9% children were taking private tuition
- Less than 1% children revealed that classwork was checked by teachers
- About 45% children had access to newspapers, magazines and storybooks
- Nearly 35% children were from BPL families

TEACHERS

Gender, Area and Category wise Distribution of Teachers



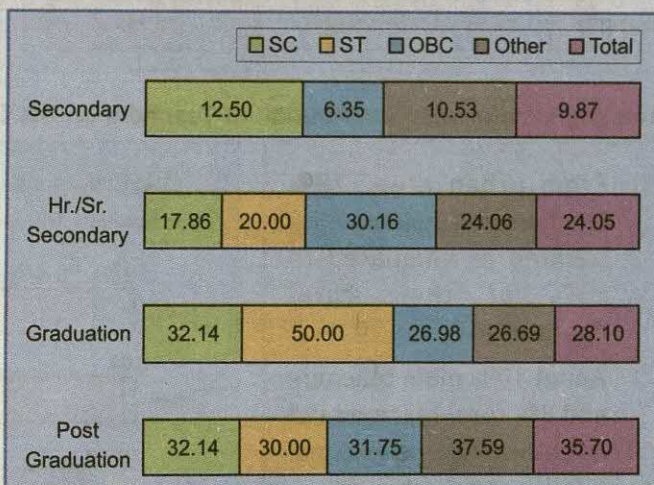
- Out of 395 sampled teachers, 57% were female and 43% were male
- Area wise, 88% teachers were from rural schools and 12% from urban schools



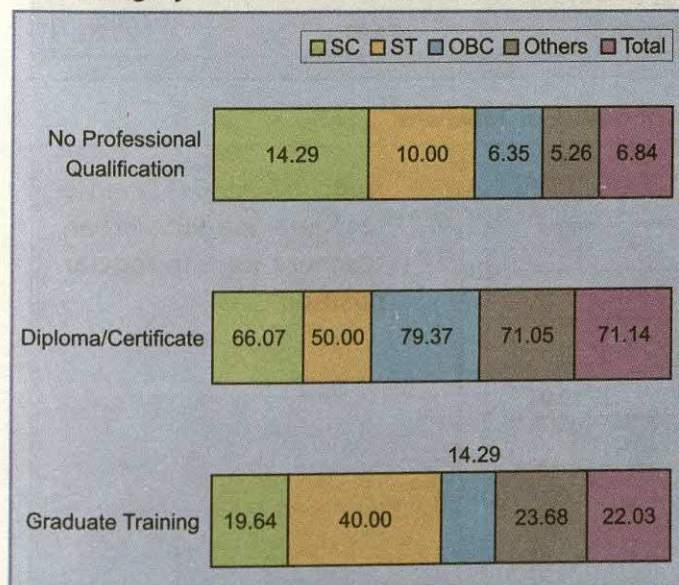
- Category wise, maximum teachers were from Others category (67%) followed by OBC (16%), SC (14%) and 3% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- More than 30% teachers from each category were postgraduate
- Teacher from ST category were better educated and the trend was followed by others, SC and OBC category

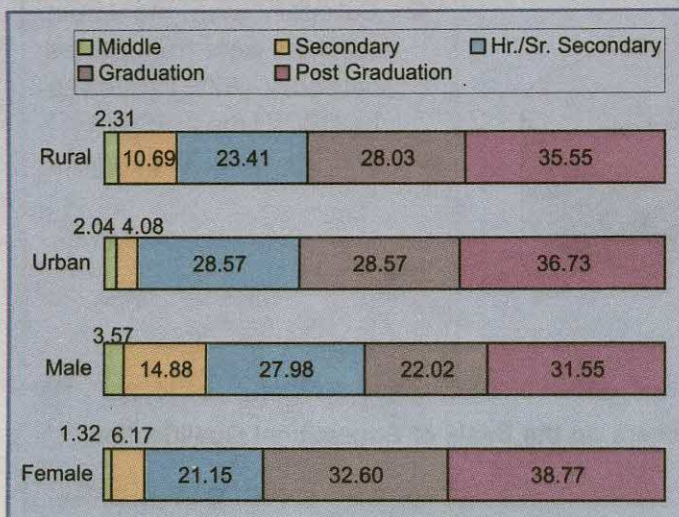


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from each category had diploma level training
- Nearly 22% teachers had graduate level training
- About 7% teachers did not have any professional qualification

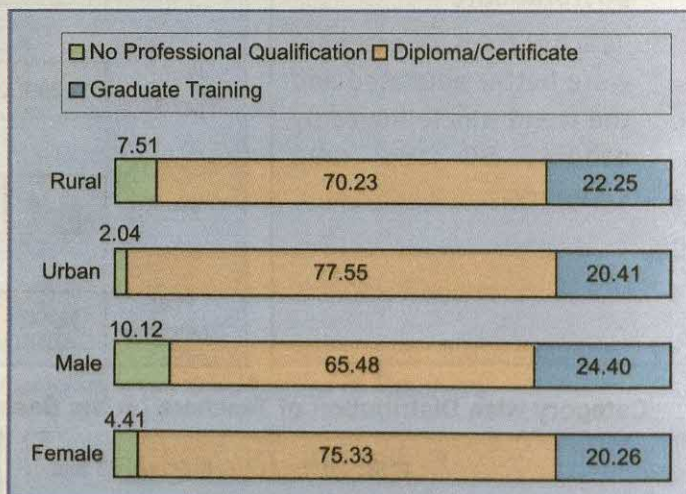
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



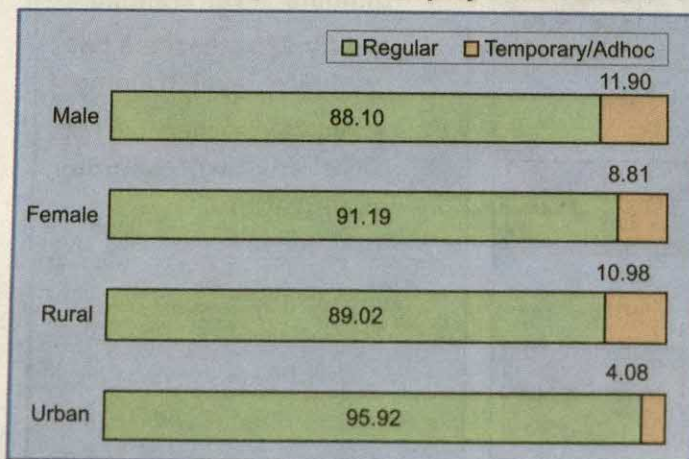
- ➔ Irrespective of gender and area, 32% to 39% teachers were post-graduates
- ➔ Teachers from urban background and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- ➔ From urban area, 78% teachers had diploma level training as compared to 70% of their rural counterparts
- ➔ About 10% male teachers and 8% rural teachers did not have any professional qualification

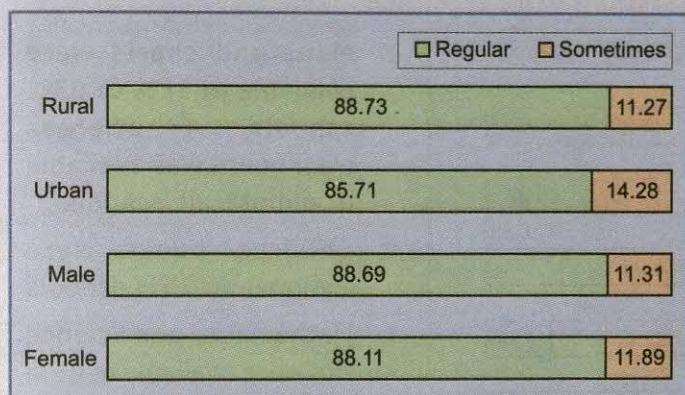


Employment Status of Teachers



- ➔ Nearly 91% female teachers and 96% urban teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



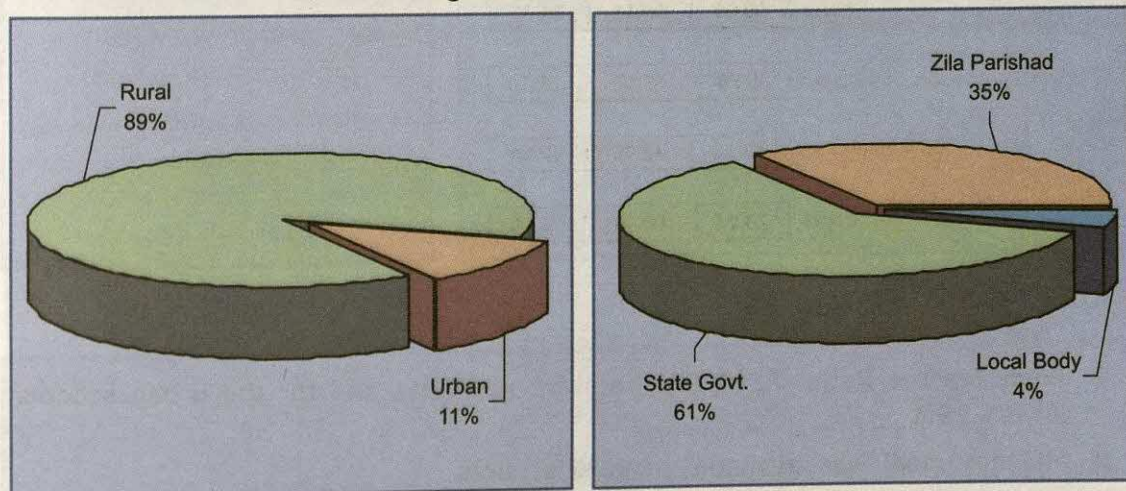
- More than 86% teachers revealed that they were giving homework to children regularly
- Gender wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 13 years
- Majority (84%) of training programmes were conducted in Block Resource Centres and less than 1% were conducted by Teacher Resource Centres
- Teacher's diary was being maintained by 95% teachers
- Nearly 51% teachers studied Language up to graduate level and for Social Science and Mathematics it was 10% and 3% respectively

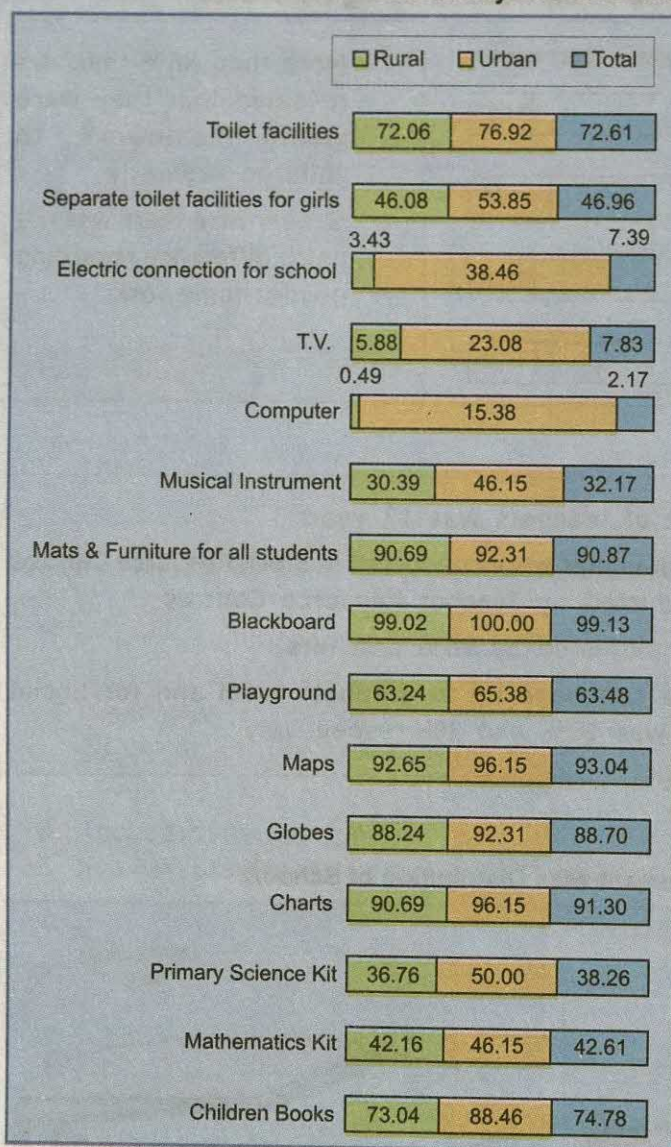
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 230 sampled schools, 89% were from rural area and 11% from urban area
- Management wise, 61% schools were managed by state government, 35% schools by Zila Parishad and remaining 4% by local bodies

Availability of School Resources



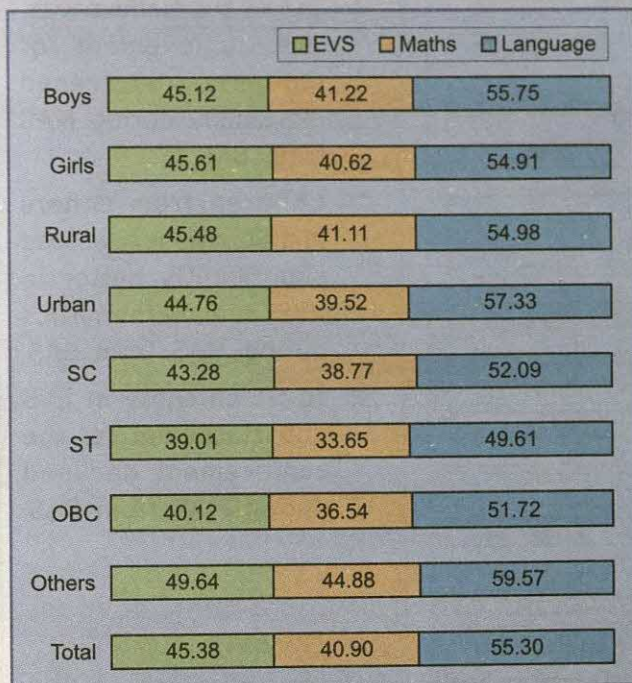
- Maps and charts were available in 91% to 93% schools whereas blackboard was available in almost all schools
- Children books were available in 75% schools
- Mathematics and Science kits were available in 43% and 38% schools respectively
- Television was available in 8% schools and computers were found in 2% schools
- Separate toilet facility for girls was in 47% of schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio (PTR) for the state was 32:1 and for the urban schools it was 25:1
- Mid day meal was available in 96% schools
- Free textbooks were available in only 4% schools
- Average number of working days was 191 days with 8 periods a day
- Parent teacher associations were existing in 57% schools and VEC/AEC/SMC were in 97% schools

LEARNING ACHIEVEMENT

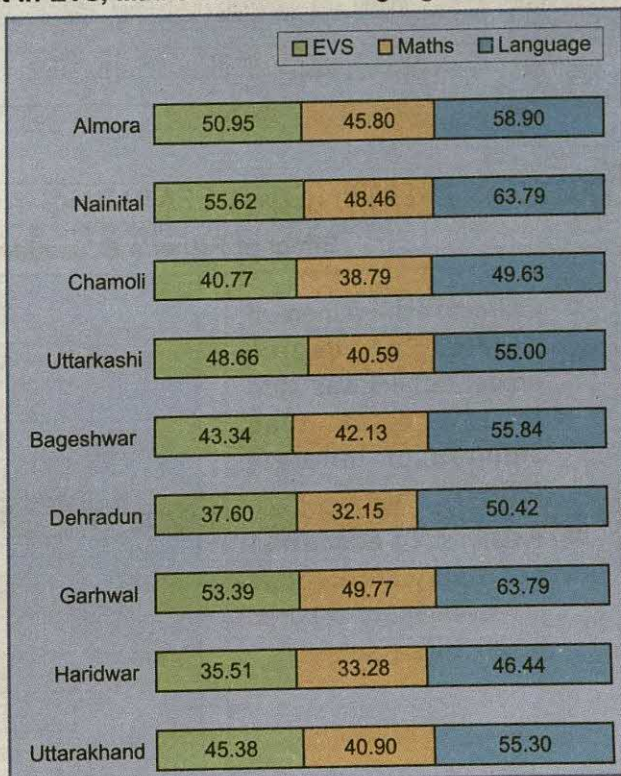
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



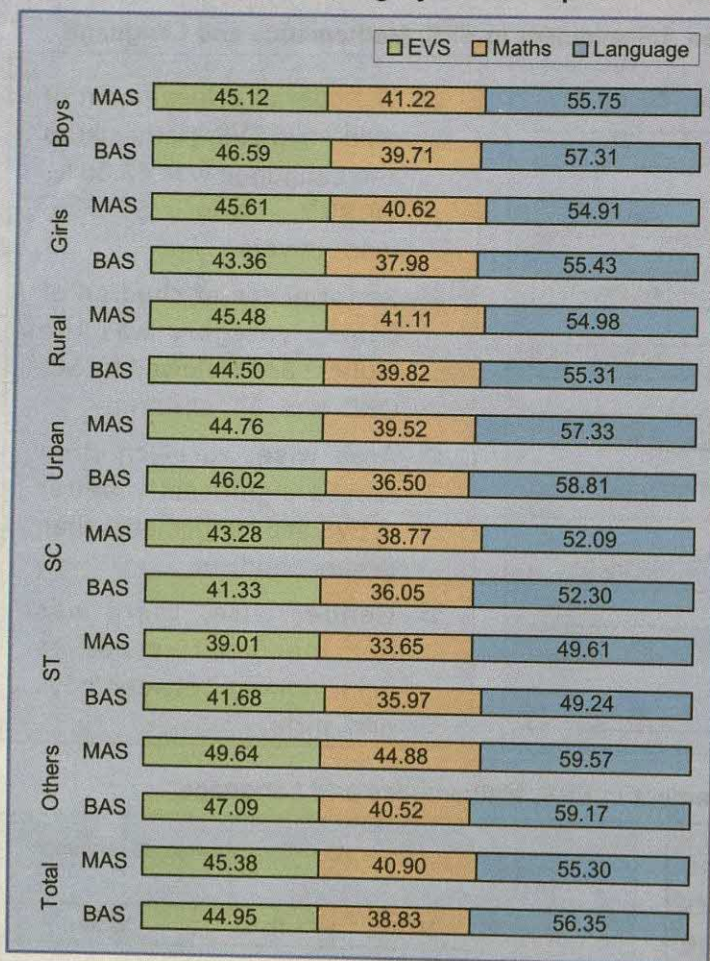
- The overall achievement of children in EVS, Mathematics and Language was 45.38%, 40.90% and 55.30% respectively
- Performance of children of Others category was the highest and followed by SC, OBC and ST children
- Area wise, rural children scored significantly better in EVS and Mathematics than urban children
- Gender wise, there was not much difference in achievement between boys and girls

District wise Achievement in EVS, Mathematics and Language

- In EVS and Language, the achievement in Nainital was the highest and was the lowest in Haridwar
- In Mathematics, children of Garhwal showed the highest achievement and Dehradun showed the lowest



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

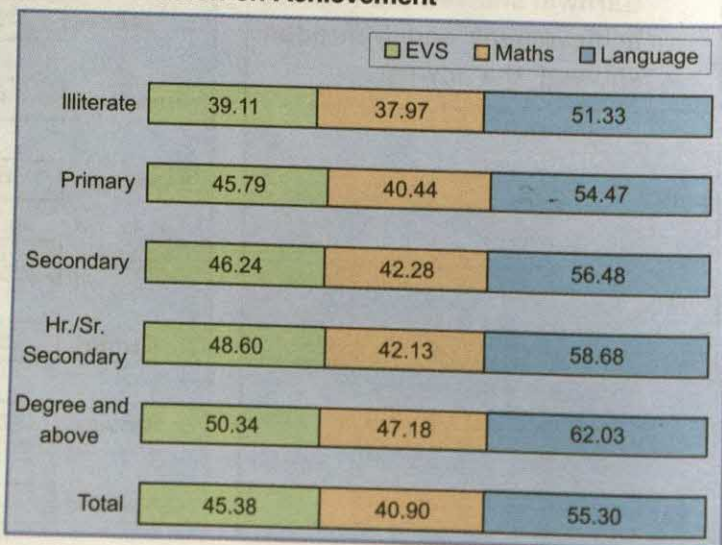


- In EVS and Mathematics, the achievement of students increased marginally during MAS from BAS
- Children from Others and SC category scored significantly better in EVS and Mathematics during MAS from BAS
- In ST category in EVS and Mathematics, the achievement declined during MAS from BAS

FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was 10% to 11% better than children of illiterate fathers
- Fathers education positively influenced achievement of children in all three subjects



Effect of Mother's Education on Achievement

	EVS	Maths	Language
Illiterate	42.66	38.96	52.03
Primary	48.62	43.08	58.45
Secondary	46.95	43.00	60.18
Hr./Sr. Secondary	45.43	39.82	59.77
Degree and above	63.70	63.00	71.80
Total	45.38	40.90	55.30

- Children of mothers who studied degree and above level scored highest in all three subjects

Effect of Father's Occupation on Achievement

	EVS	Maths	Language
Farmer	44.89	40.48	53.27
Unskilled Labourer	45.24	40.80	55.40
Skilled	48.41	42.69	58.79
Shopkeeper	45.48	41.26	58.17
Manager	43.20	35.00	56.90
Other	42.60	39.88	53.45
Total	45.38	40.90	55.30

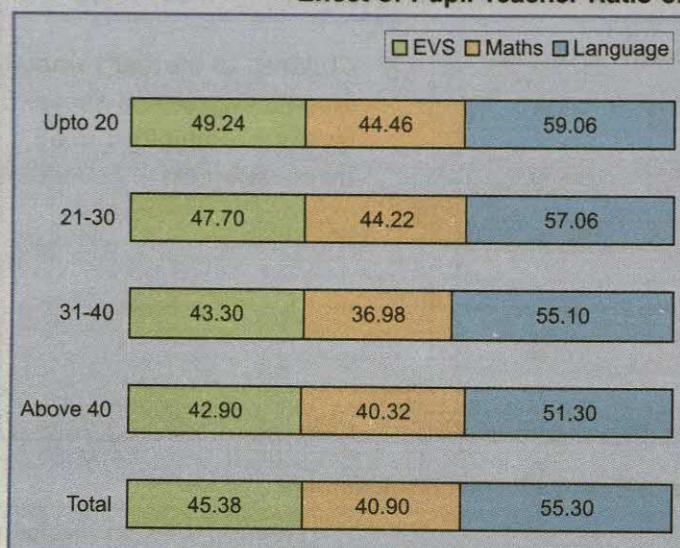
- Children of fathers who were skilled labourer scored better in all three subjects
- Occupation of fathers did not influence the learning achievement of children

Effect of Mother's Occupation on Achievement

	EVS	Maths	Language
Household/Housewives	44.97	40.37	55.14
Farmer	46.89	42.99	57.23
Unskilled Labourer	48.31	43.35	53.71
Skilled	47.39	46.57	61.74
Shopkeeper	32.80	26.60	52.20
Manager	60.00	75.00	83.00
Other	46.41	43.64	52.41
Total	45.38	40.90	55.30

- Children of mothers who were managers performed better in all three subjects

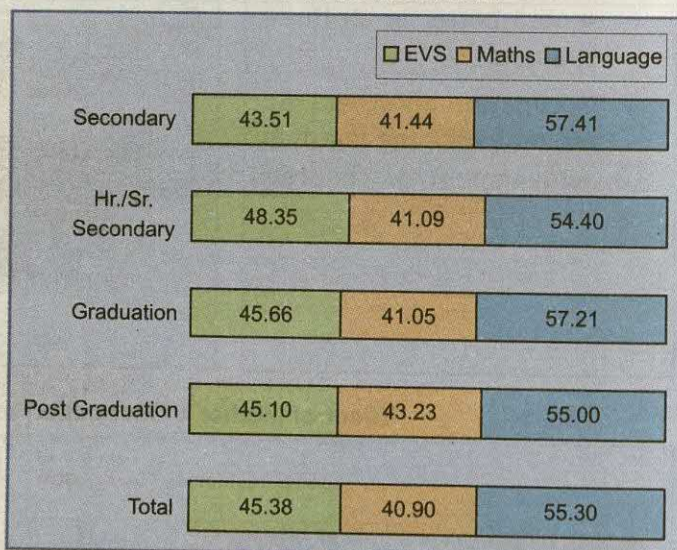
Effect of Pupil Teacher Ratio on Achievement



⇒ Children performed better in all three subjects when the PTR was up to 20

Effect of Teacher's Educational Qualification on Achievement

⇒ Teacher's educational qualification did not influence achievement of children



Other Trends

- ⇒ Private tuition did not influence learning achievement of children
- ⇒ Academic help from family members showed significant effect on achievement in all three subjects
- ⇒ Younger children (9-10 years) scored better than older children in all three subjects
- ⇒ Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	24.61	-	25.85	-	41.82	-
Infrastructure Index	1.332*	0.09	1.022*	0.09	1.125*	0.10
Instructional Facility Index	0.794	0.06	0.603	0.07	0.246	0.03
Auxiliary Facility Index	0.860	0.08	0.396	0.04	0.394	0.04
Human Resource Index	3.238*	0.03	4.685*	0.12	1.058*	0.09
Community Participation Index	0.364	0.11	0.624	0.05	1.212*	0.10
Inspection of Schools	3.255*	0.11	1.530*	0.08	1.771*	0.06
R^2	0.128		0.120		0.104	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 12.8% in EVS, 12% in Mathematics and 10.4% in Language
- Inspection of schools, infrastructure facilities in schools and more number of teachers had significant impact on EVS and Mathematics achievement
- Inspection of schools, community participation, infrastructure facilities in schools and more number of teachers had significant impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	48.15	-	43.40	-	58.67	-
Teacher Efficiency Index	0.545	0.03	1.237	0.07	0.887	0.06
Teacher Professionalism Index	4.470**	0.11*	4.026**	0.10*	5.350**	0.12*
R^2	0.025		0.029		0.047	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 2.5% in EVS, 2.9% in Mathematics and 4.7% in Language achievement
- Teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variable	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	46.64	-	41.39	-	55.84	-
Socio-economic Index	2.988**	0.09*	2.275**	0.08	6.336**	0.13**
Supplementary Helping Index	4.524	0.11**	2.228**	0.08	2.346	0.08*
Student Attendance	0.393	0.03	0.113	0.01	0.398	0.04
Distance from Home to School	-0.283	-0.02	-0.247	-0.02	-0.271	-0.02
R^2	0.028		0.011		0.037	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2.8% in EVS, 1.1% in Mathematics and 3.7% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, geometry, profit & loss, average, measurement and percentage
- In Language, children performed reasonably well in all competencies

TEST CHARACTERISTICS

- About 63% items in EVS, 77% items in Mathematics and 38% items in Language were either difficult or very difficult
- Nearly 90% items had good discriminative power in EVS and Language, but in case of Mathematics test, it was 80%
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 49% to 56% children scored less than 40% marks in EVS and Mathematics as compared to 23% in Language
- Nearly 4% children in EVS, 1% children in Mathematics and 7% children in Language scored more than 80% children
- In descriptive questions of Language, 5% children scored 10 out of 10 and 24% children scored zero
- In Mathematics, children performed slightly better in HCF/LCM and fundamental operations
- In Language, children performed better in spelling

West Bengal



PROFILES

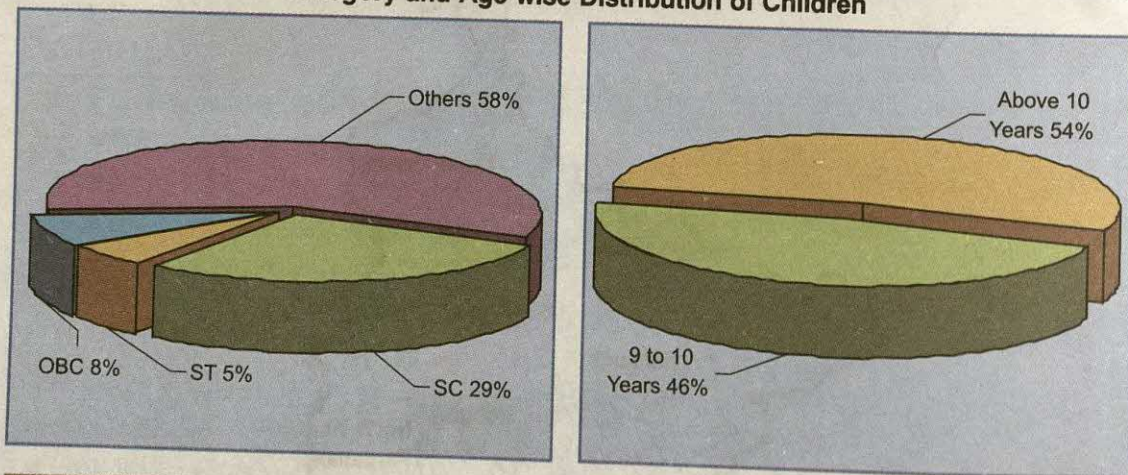
PUPIL

Gender and Area wise Distribution of Children



- A total of 4055 children from 10 districts were sampled from the state. Within the sample, 48% were boys and 52% were girls
- Area wise, 85% children were from rural area and 15% from urban area

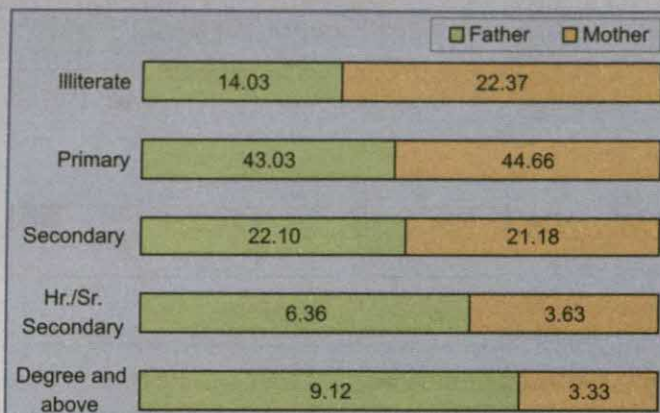
Category and Age wise Distribution of Children



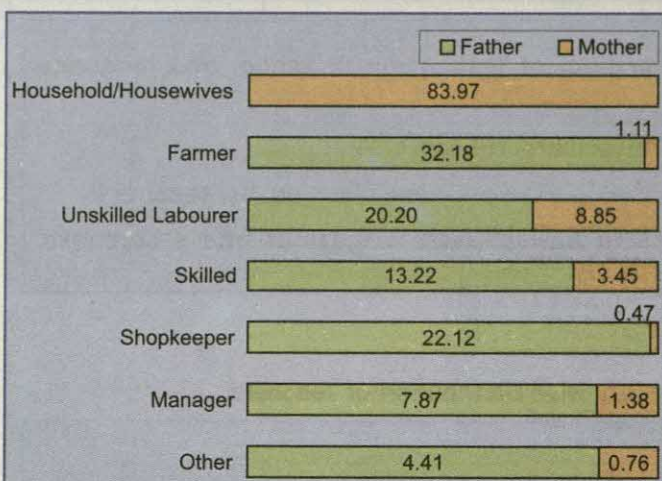
- Social group wise, 58% children belonged to Others category and 5% from ST category
- Age wise, 54% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 22% mothers were illiterate as against 14% of fathers
- About 9% fathers studied up to degree and above level and for mothers it was 3.3%



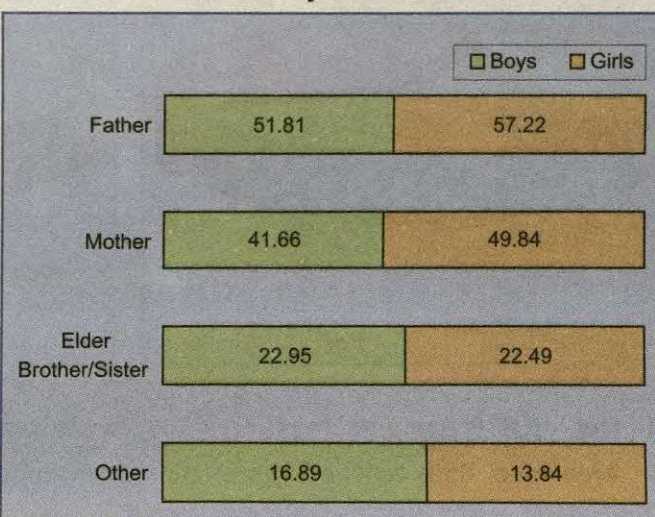
Distribution of Students on the Basis of Parents' Occupation



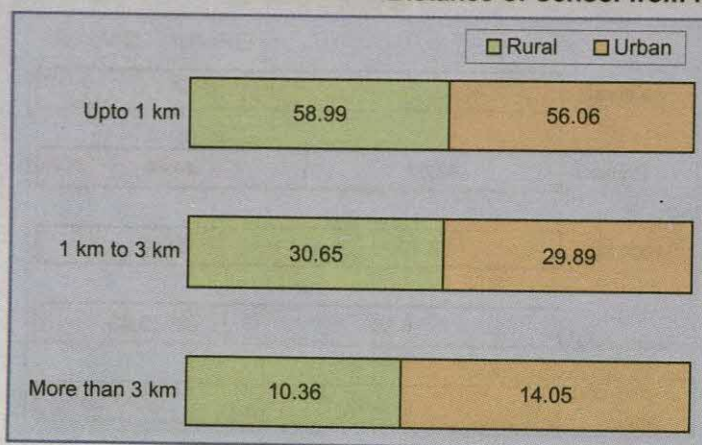
- Majority of fathers (52%) were either farmers or unskilled labourer
- Majority of mothers (84%) were housewives
- Nearly 8% fathers and 1.4% mothers were managers

Academic Assistance Received from Family Members

- Fathers provided more academic help to their children and the trend was followed by mothers and elder peers
- Girls were getting more help from parents than boys



Distance of School from Home



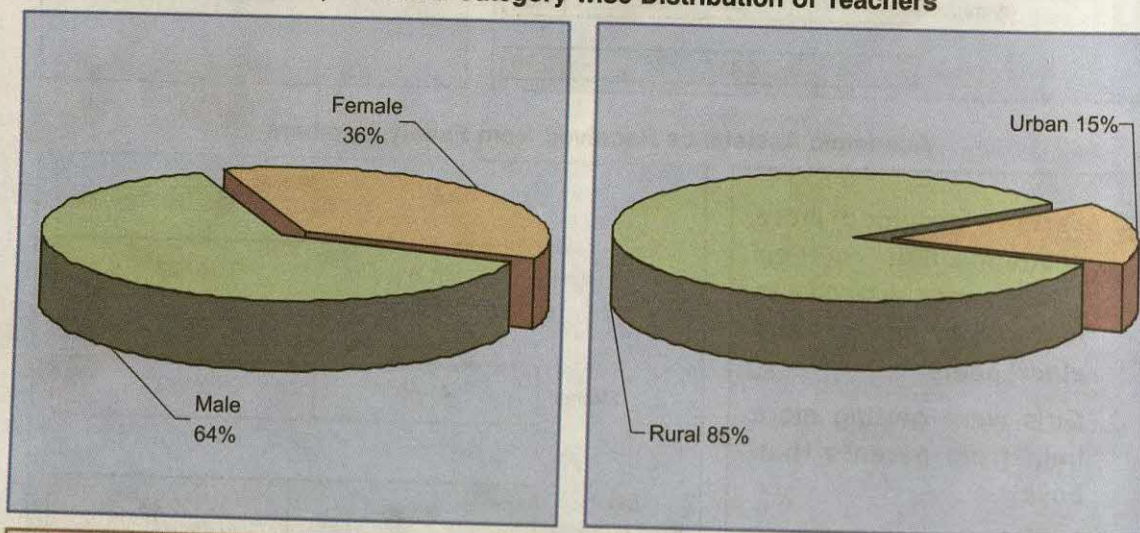
- Children from urban area covered more distance to reach school as compared to rural children
- About 41% to 45% children covered more than one kilometre to reach school

Other Trends

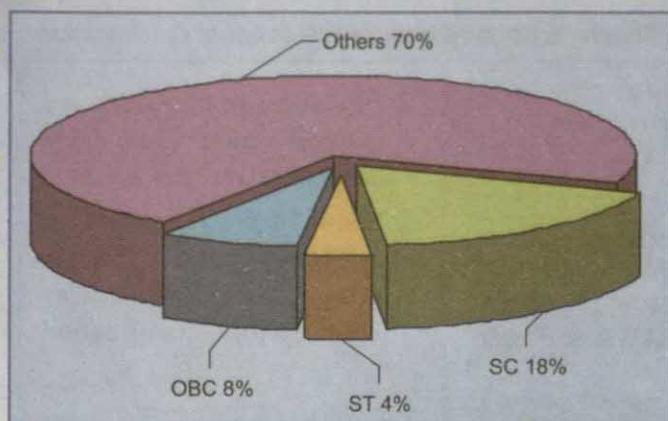
- In case of 92% children, the medium of instruction in school and language spoken at home was same
- About 74% children were taking private tuition
- Nearly 11% children revealed that classwork was checked by teachers
- About 75% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



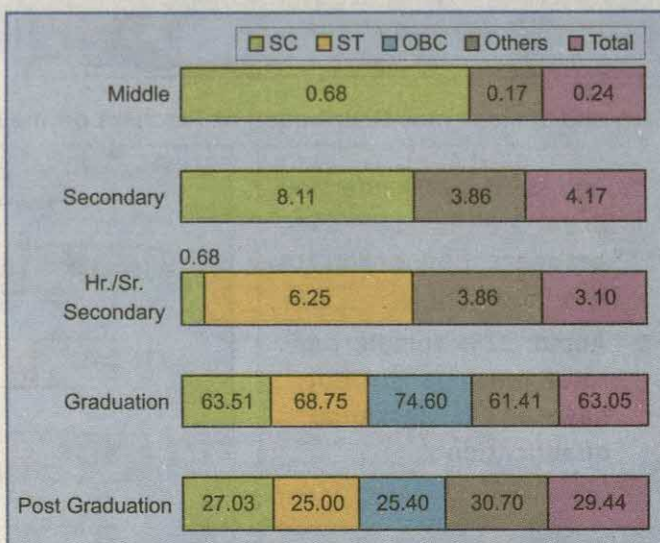
- Out of 839 sampled teachers, 36% were females and 64% were males
- Area wise, 85% teachers were from rural schools and 15% from urban schools



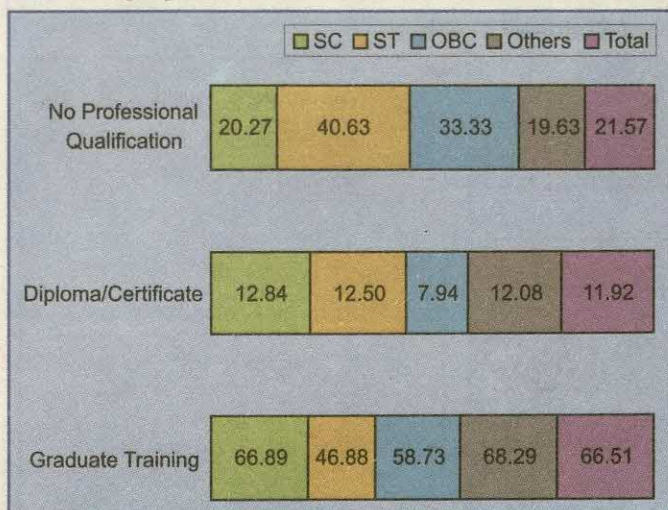
- Category wise, maximum teachers were from Others category (70%) followed by SC (18%), OBC (8%) and 4% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From each category, maximum number of teachers were graduate
- Teachers from OBC category were better educated and it was followed by Others and ST category

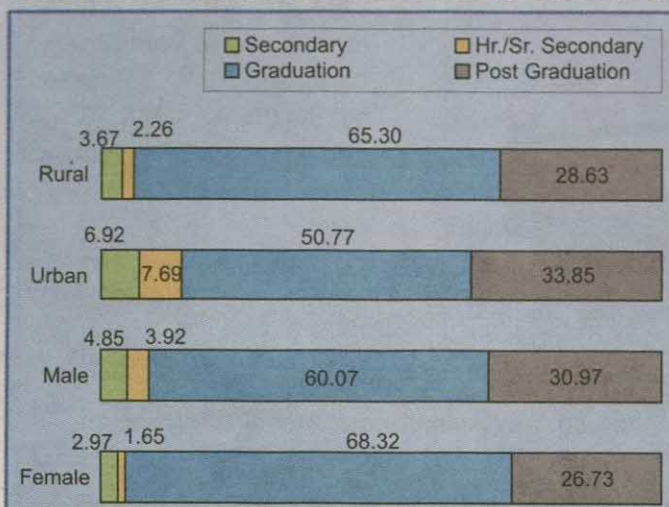


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers from each category had graduate level training
- About 22% teachers did not have any professional qualification

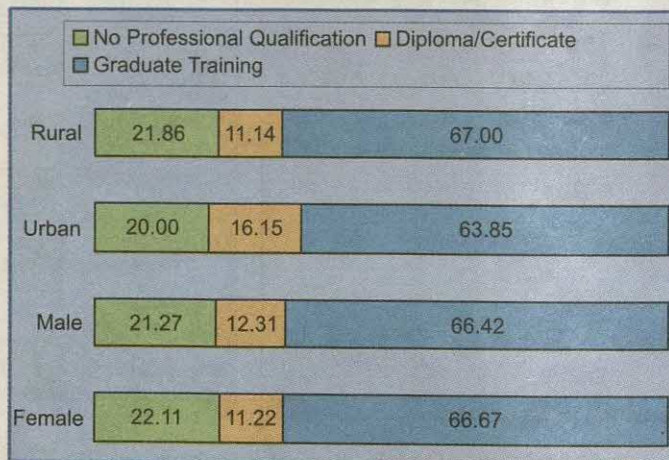
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



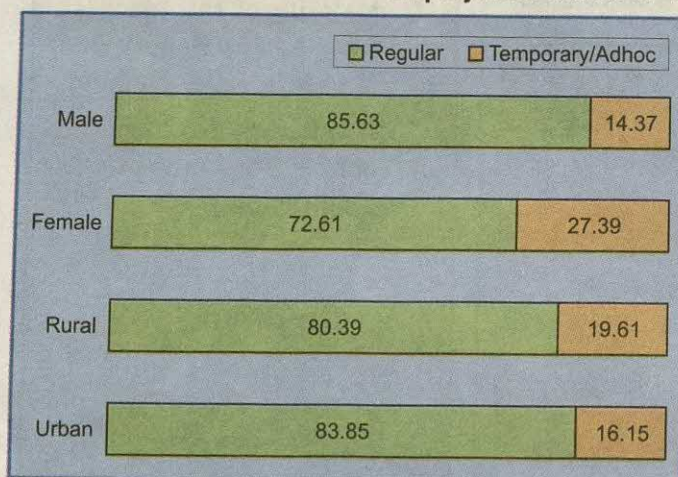
- Irrespective of gender and area, 51% to 68% teachers were graduates
- Teachers from rural schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Irrespective of gender and area, 64% to 67% teachers had graduate level training
- About 22% female and rural teachers did not have any professional qualification

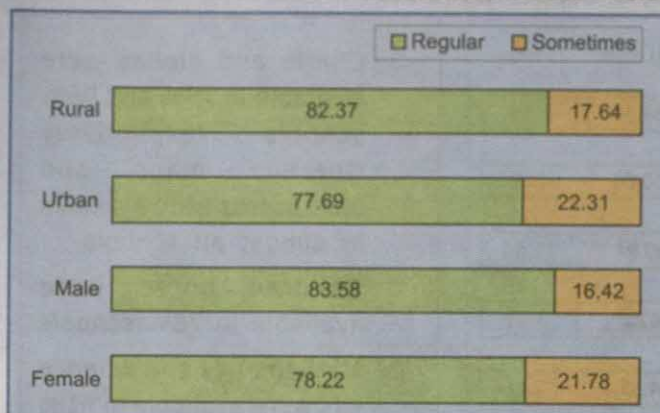


Employment Status of Teachers



- Nearly 86% male and 73% female teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



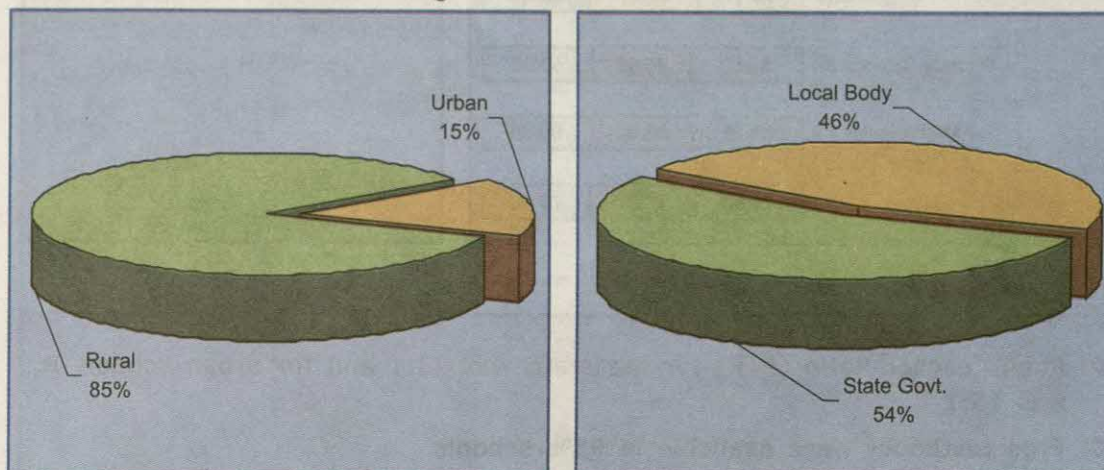
- About 78% to 84% teachers revealed that they were giving homework to children regularly
- Male and rural teachers were more regular in giving homework

Other Trends

- Average teaching experience of teachers was 10 years
- Majority (14%) of training programmes were conducted in Cluster Resource Centres and only 2% were conducted by Teacher Resource Centres
- Teacher's diary was being maintained by 76% teachers
- Nearly 51% teachers studied Language up to secondary level and for Social Science & Mathematics it was 59% and 64% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 284 sampled schools, 85% were from rural area and 15% from urban area
- Management wise, 54% schools were managed by state government and remaining 46% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	57.08	54.55	56.69
Separate toilet facilities for girls	55.42	50.00	54.58
Electric connection for school	69.17	90.91	72.54
T.V.	4.58	6.82	4.93
Computer	16.67	54.55	22.54
Musical Instrument	35.00	65.91	39.79
Mats & Furniture for all students	73.33	84.09	75.00
Blackboard	99.17	100.00	99.30
Playground	75.42	84.09	76.76
Maps	99.17	100.00	99.30
Globes	96.67	95.45	96.48
Charts	74.17	77.27	74.65
Primary Science Kit	50.83	45.45	50.00
Mathematics Kit	61.25	56.82	60.56
Children Books	75.83	77.27	76.06

- Charts and globes were available in 75% and 96% schools respectively whereas maps and blackboards were available in almost all schools
- Children books were available in 76% schools
- Mathematics and Science kits were available in 61% and 50% schools respectively
- Television was available in 5% schools and computers were found in 23% schools
- Separate toilet facility for girls was in 55% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio (PTR) for the state was 23:1 and for urban schools it was 15:1
- Free textbooks were available in 95% schools
- Scholarship for attendance was available in 12% schools
- Average number of working days was 214 days with 6 periods a day
- Parent teacher associations were existing in 61% schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	59.61	60.59	68.61
Girls	60.21	61.42	69.87
Rural	60.35	61.72	69.13
Urban	57.57	57.14	70.07
SC	59.90	60.13	68.91
ST	57.37	56.19	67.85
OBC	59.16	59.51	69.93
Others	60.27	62.12	69.51
Total	59.92	61.02	69.27

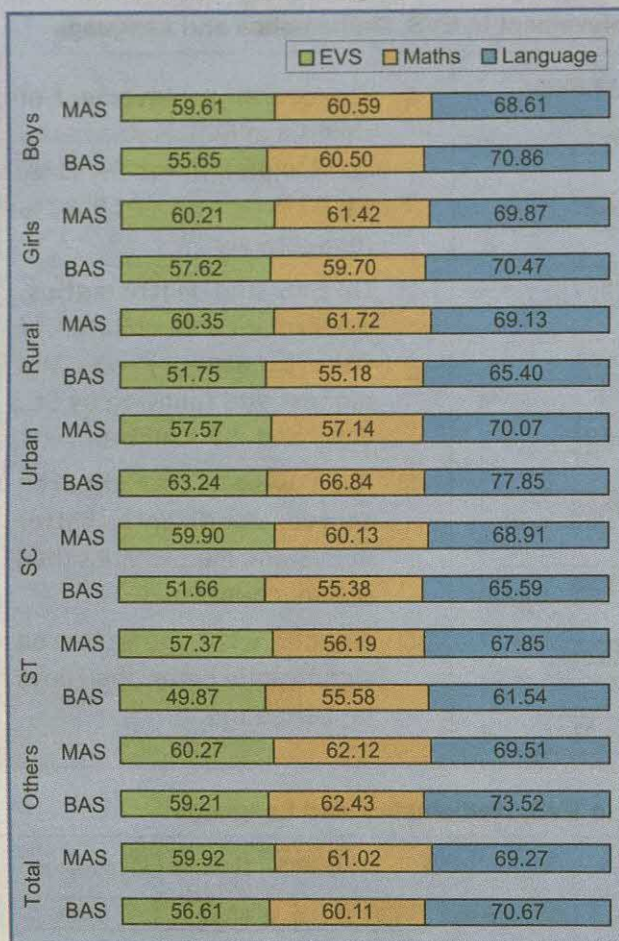
- The overall achievement of children in EVS, Mathematics and Language was 59.92%, 61.02% and 69.27% respectively
- In EVS and Mathematics, performance of children of Others category was the highest and followed by SC, OBC and ST children
- Area wise, rural children scored significantly better in EVS and Mathematics than urban children
- Gender wise, girls scored significantly better than boys in Language

District wise Achievement in EVS, Mathematics and Language

- In EVS and Mathematics, the achievement in Murshidabad was the highest and in Language it was North 24 Parganas district
- Children of Malda district scored lowest among the districts in all three subjects

	EVS	Maths	Language
Cooch Behar	61.36	65.03	68.84
Jalpaiguri	63.24	61.13	68.34
Malda	48.55	53.46	60.20
South Dinajpur	59.60	59.24	70.65
North 24 Parganas	63.04	64.87	74.06
Murshidabad	65.89	66.09	71.84
Nadia	62.33	62.75	71.13
Hooghly	56.56	57.22	68.40
Bankura	55.87	58.08	67.08
Bardhaman	62.50	62.34	73.28
West Bengal	59.92	61.02	69.27

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

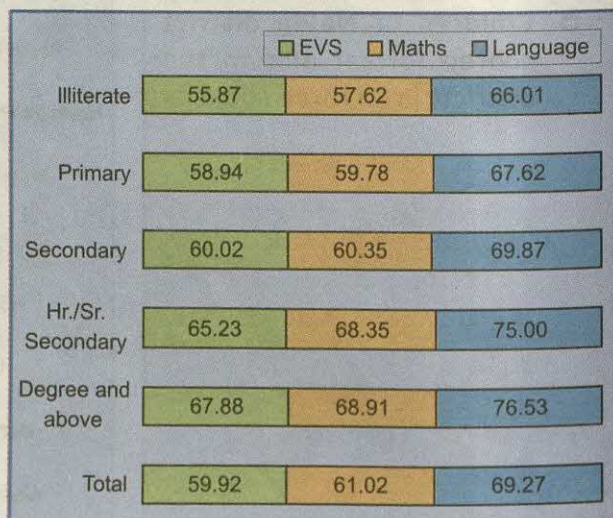


- In EVS and Mathematics, the achievement of students increased during MAS from BAS
- Achievement of urban children significantly decreased during MAS from BAS
- In ST and SC categories, in all three subjects achievement increased during MAS from BAS

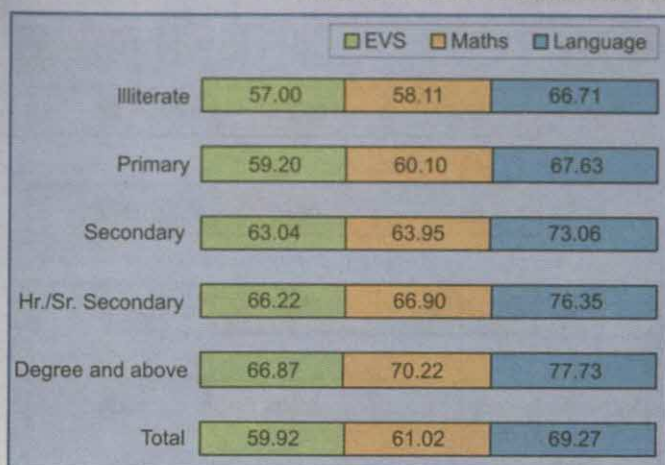
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was 10% to 12% better than children of illiterate fathers
- Father's education significantly influenced achievement of children in all three subjects



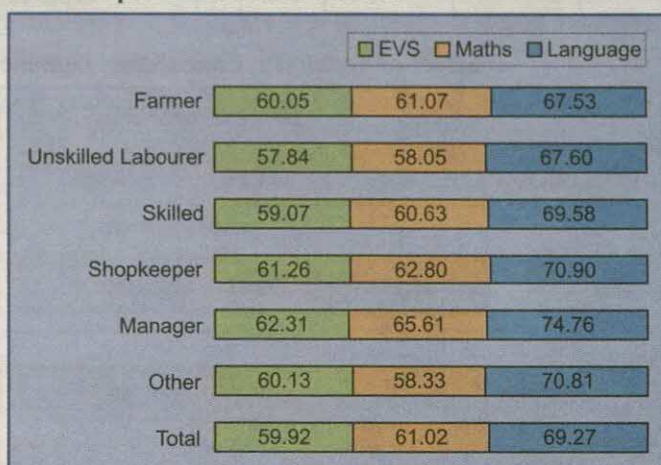
Effect of Mother's Education on Achievement



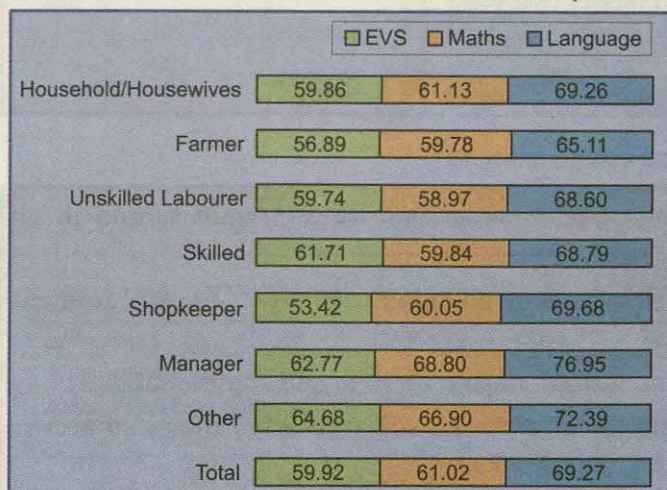
- Achievement of children of degree holder mothers was 9% to 12% better than children of illiterate mothers
- Mother's education significantly influenced achievement of children in all three subjects

Effect of Father's Occupation on Achievement

- Children of fathers who were managers performed better in all three subjects
- Occupation of fathers had positively influenced the learning achievement of children



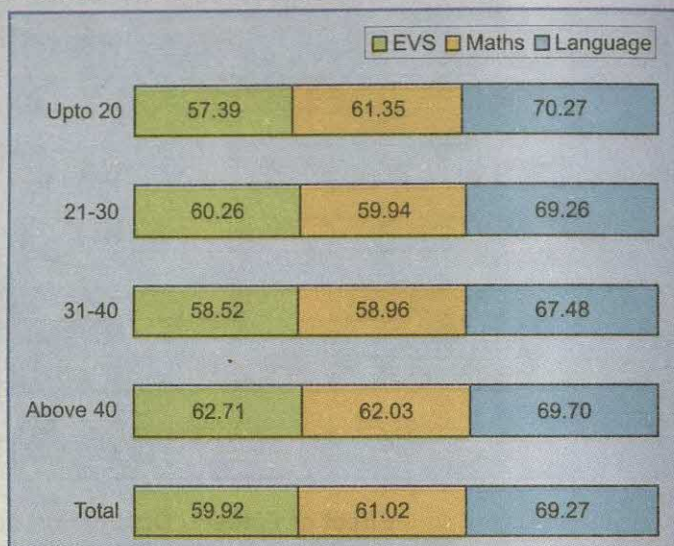
Effect of Mother's Occupation on Achievement



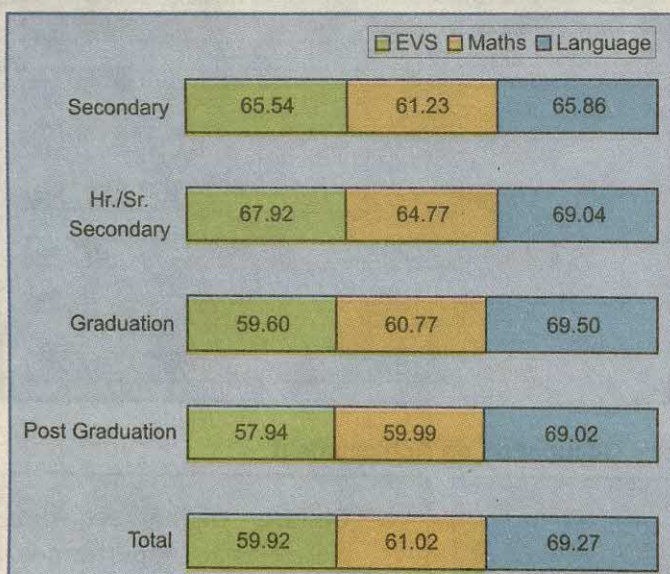
- Children of mothers who were managers performed better in all three subjects
- Children of housewives performed quite well in all three subjects

Effect of Pupil Teacher Ratio on Achievement

- Pupil Teacher Ratio did not influence achievement of children



Effect of Teacher's Educational Qualification on Achievement



- Achievement was better when teachers of higher secondary qualification taught children

Other Trends

- Children performed significantly better when they took private tuition in all three subjects
- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored better in EVS and Mathematics
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	41.56	-	50.01	-	55.32	-
Infrastructure Index	0.135	0.02	0.309	0.03	0.385	0.03
Instructional Facility Index	1.062	0.07	0.677	0.05	0.511	0.04
Auxiliary Facility Index	0.421	0.03	0.636	0.05	0.723	0.06
Human Resource Index	0.975	0.06	0.977	0.07	0.912	0.07
Community Participation Index	4.754*	0.11	1.959*	0.08	1.790*	0.10
Inspection of Schools	1.593*	0.07	1.877*	0.07	1.084*	0.10
R^2	0.049		0.035		0.93	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 4.9% in EVS, 3.5% in Mathematics and 9.3% in Language
- Inspection of schools and Community Participation had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	59.79	-	60.01	-	68.87	-
Teacher Efficiency Index	1.470	0.08	1.028	0.07	1.489	0.08
Teacher Professionalism Index	0.162	0.02	0.698	0.04	0.105	0.02
R^2	0.01		0.011		0.013	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 1% in EVS, 1.1% in Mathematics and 1.3% in Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	57.83	-	58.55	-	66.92	-
Socio-economic Index	3.286**	0.10**	3.782**	0.10**	3.971	0.10**
Supplementary Helping Index	2.245**	0.08*	2.942**	0.08*	1.976	0.08*
Student Attendance	0.435	0.04	0.749	0.05	0.823	0.04
Distance from Home to School	-0.334	-0.03	-0.549	-0.04	-0.145	-0.02
R^2	0.023		0.031		0.058	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2.3% in EVS, 3.1% in Mathematics and 5.8% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in all three subjects

LEARNING DIFFICULTIES

- Children performed poorly in simple interest competencies as compared to other competencies
- In Language, children performed reasonably well in all competencies

TEST CHARACTERISTICS

- About 33% items in EVS, 25% items in Mathematics and 18% items in Language were difficult
- Nearly 93% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 60%
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 19% to 20% children scored less than 40% marks in EVS and Mathematics as compared to 4% in Language
- About 17% to 19% children scored more than 80% marks in EVS and Mathematics as compared to 21% in Language
- In descriptive questions of Language, 15.5% children scored 10 out of 10 and 11% children scored zero
- In Mathematics, children performed better in HCF/LCM and average
- In Language, children performed better in spelling and comprehension of time table

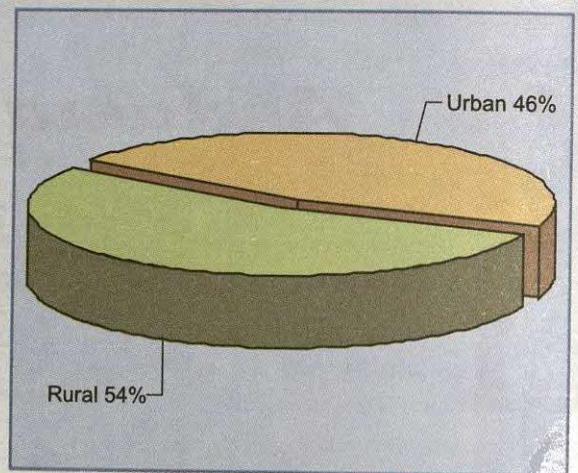
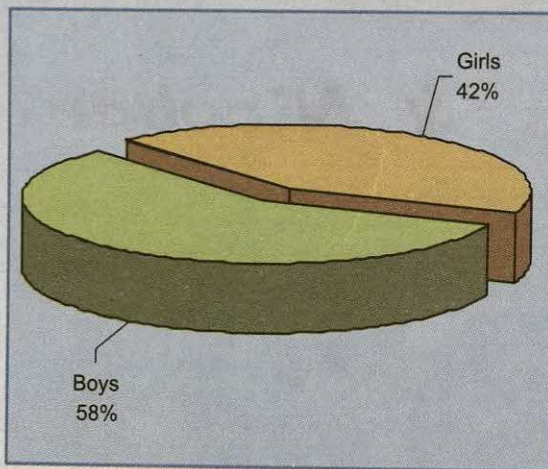
Andaman & Nicobar



PROFILES

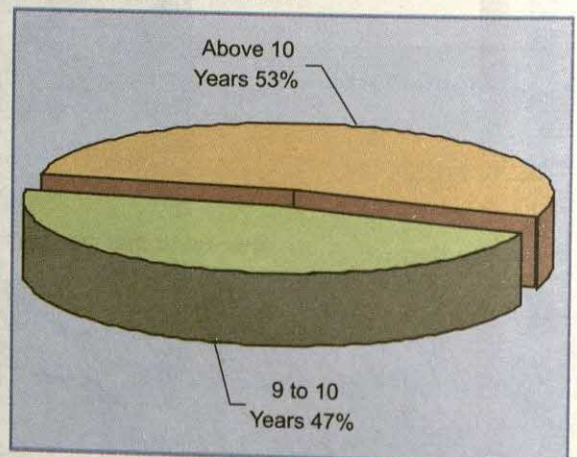
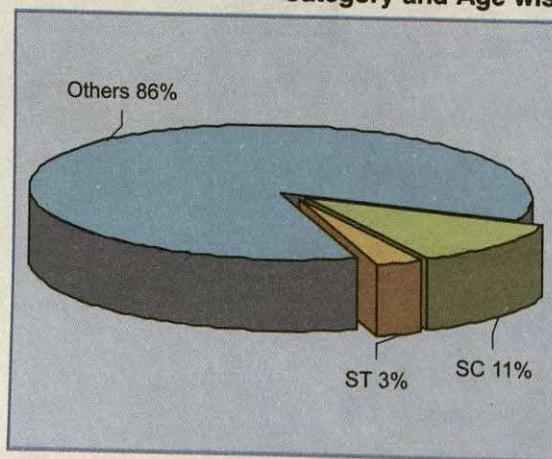
PUPIL

Gender and Area wise Distribution of Children



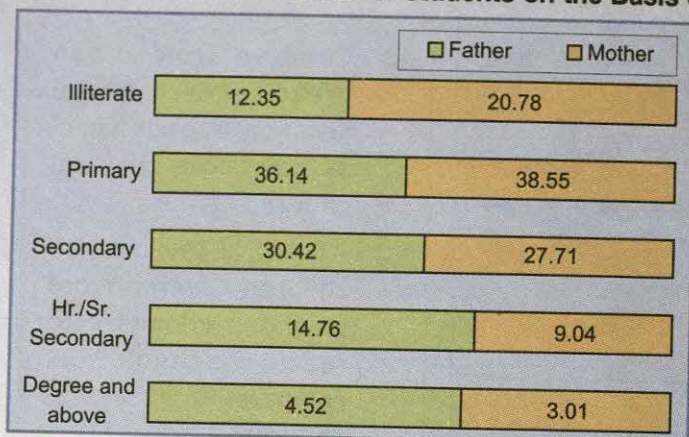
- A total of 332 children sampled from the Union Territory. Within the sample, 58% were boys and 42% were girls
- Area wise, 54% children were from rural and 46% from urban area

Category and Age wise Distribution of Children



- Social group wise, 86% children belonged to Others and only 3% from ST category
- Age wise, 53% children were above 10 years of age

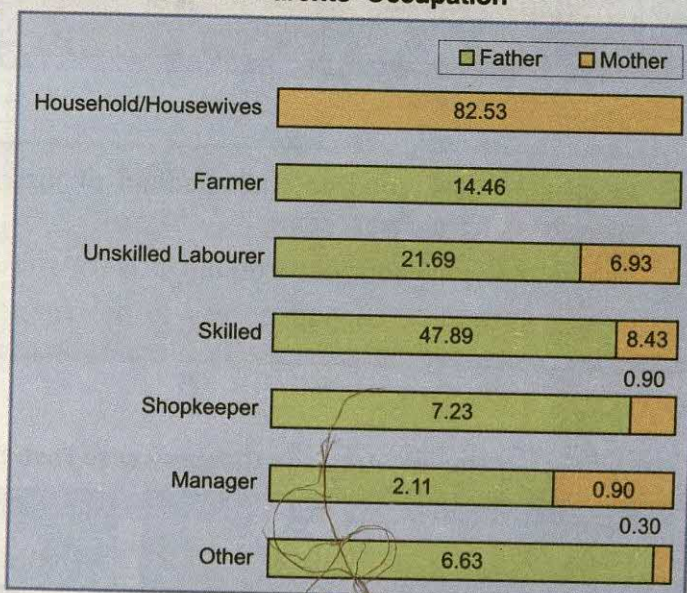
Distribution of Students on the Basis of Parents' Education



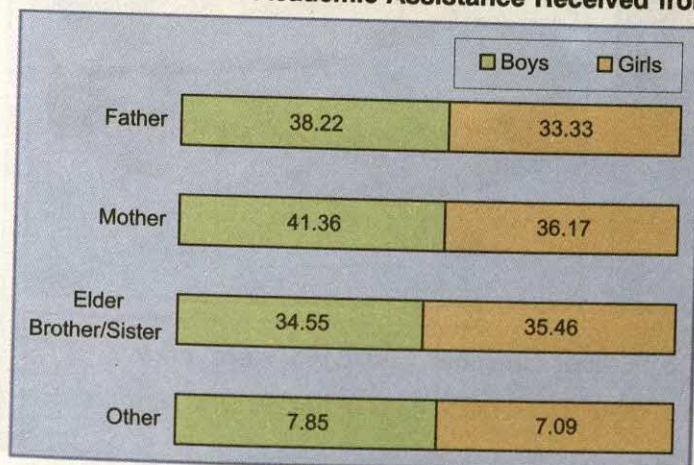
- Regarding educational status, 21% mothers were illiterate as against 12% of fathers
- Only 4.5% fathers studied up to degree and above level and for mothers it was only 3%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (70%) were either skilled or unskilled labourer
- Majority of mothers (82.5%) were housewives
- Only 2.1% fathers and 0.9% mothers were managers

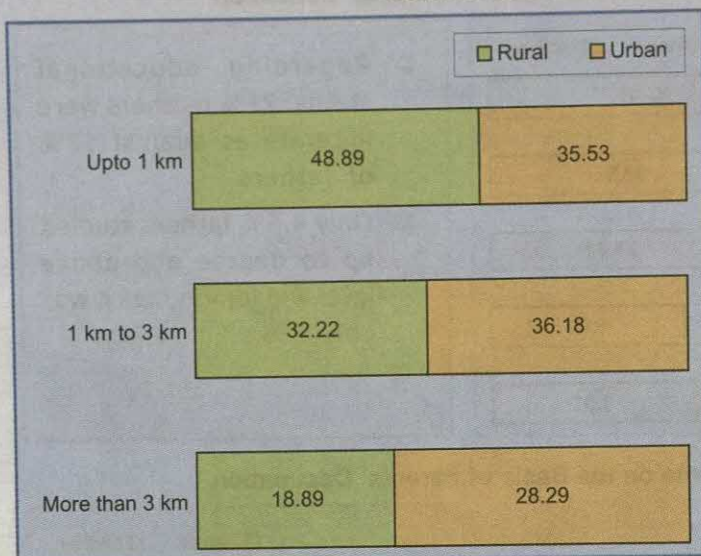


Academic Assistance Received from Family Members



- Mothers provided more academic help to their children
- Boys were getting more help from parents than girls

Distance of School from Home



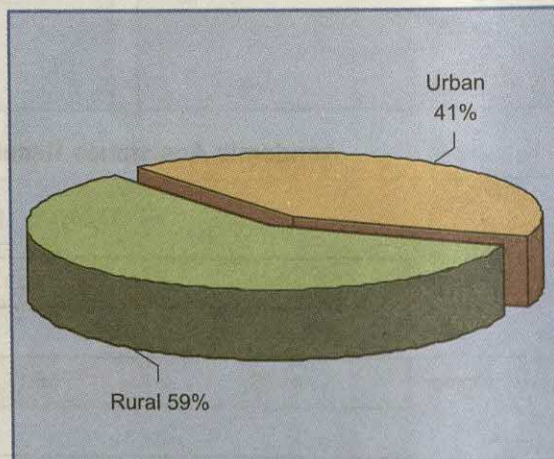
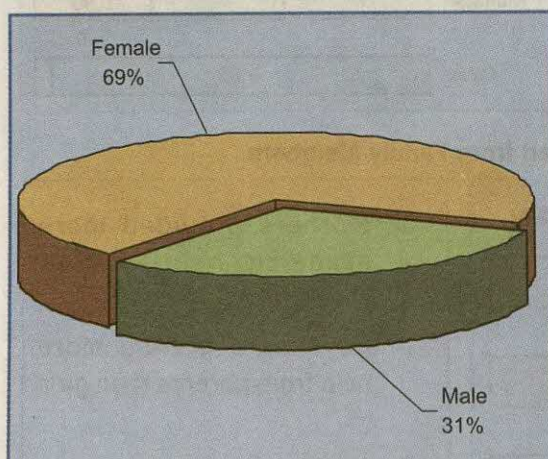
- Children from urban area covered more distance to reach school as compared to rural children
- About 64% urban children covered more than one kilometre to reach school as compared to 51% rural children

Other Trends

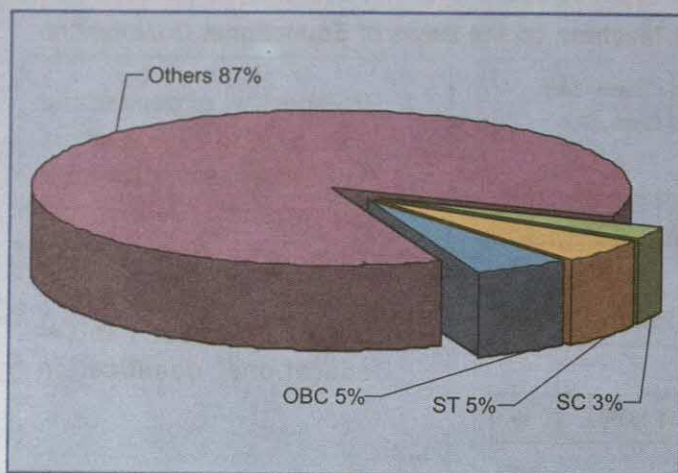
- In case of 23% children, the medium of instruction in school and language spoken at home was same
- About 29% children were taking private tuition
- Nearly 59% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



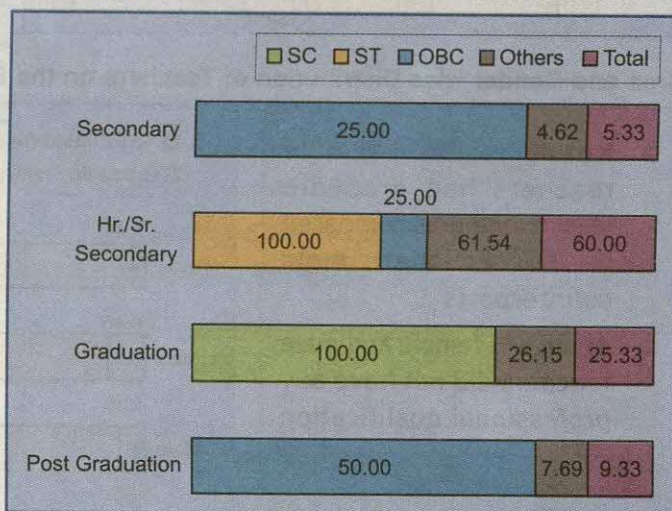
- Out of 75 sampled teachers, 69% were female and 31% were male
- Area wise, 59% teachers were from rural and 41% from urban schools



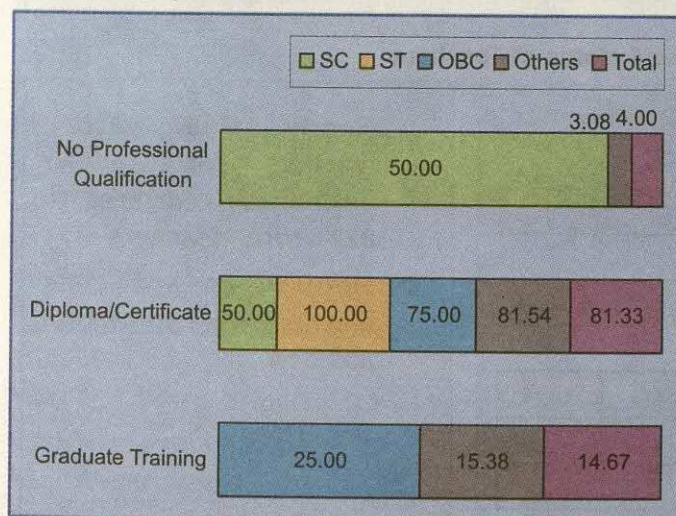
- Category wise, maximum teachers were from Others category (87%) followed by 5% each from OBC and ST categories and 3% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- All the teachers from SC category were graduate and from ST category all teachers studied up to higher secondary level
- From OBC category 50% teachers were post graduate

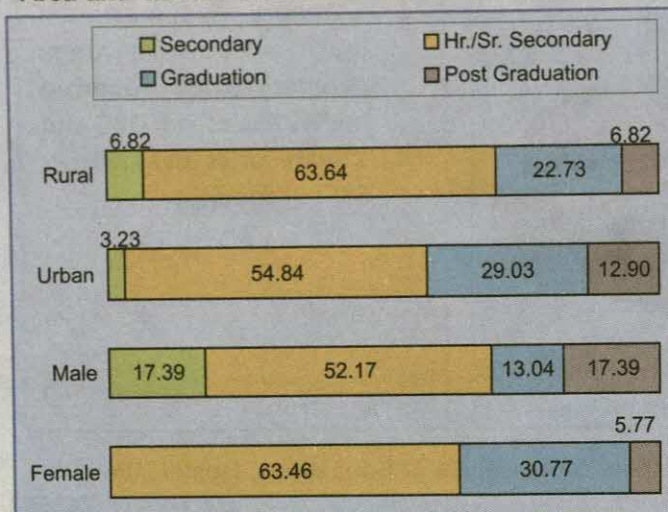


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from each category had diploma level training
- Nearly 15% teachers had graduate level training
- About 4% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



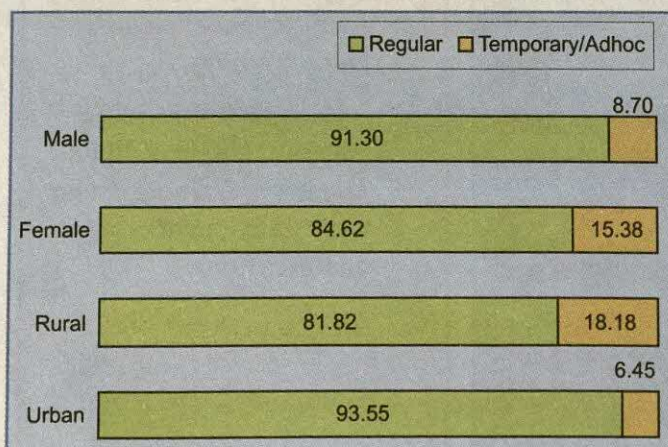
- Irrespective of gender and area, 52% to 64% teachers had higher secondary level educational qualification
- Teachers from urban schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Nearly 19% female teachers had graduate level training as compared to 4% of their male counterparts
- About 4% female and male teachers did not have any professional qualification

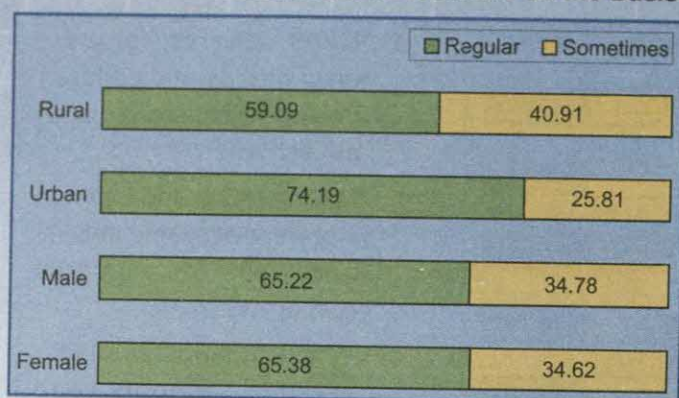


Employment status of Teachers



- Nearly 94% urban teachers were in regular position as compared to 82% rural teachers
- More urban and male teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



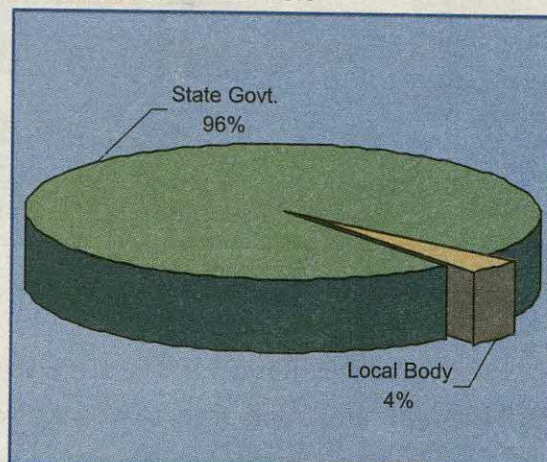
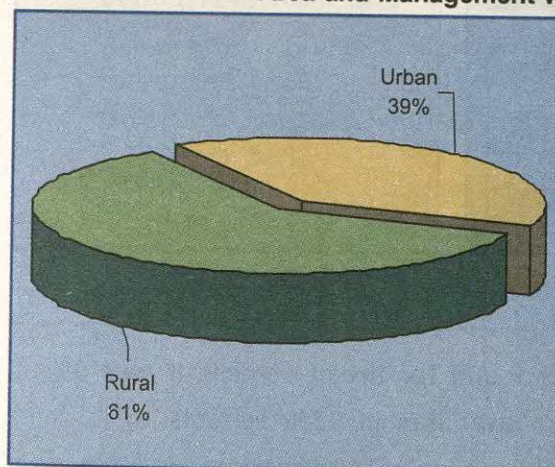
- Nearly 74% urban teachers were giving homework regularly as compared to 59% rural teachers
- Gender wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 17 years
- Nearly 35% training programmes were conducted in Block Resource Centres and only 1% was conducted by Teacher Resource Centres
- Teacher's diary was being maintained by almost all teachers
- About 28% teachers studied Language up to graduate level and for Mathematics & Social Science it was 11% and 9% respectively

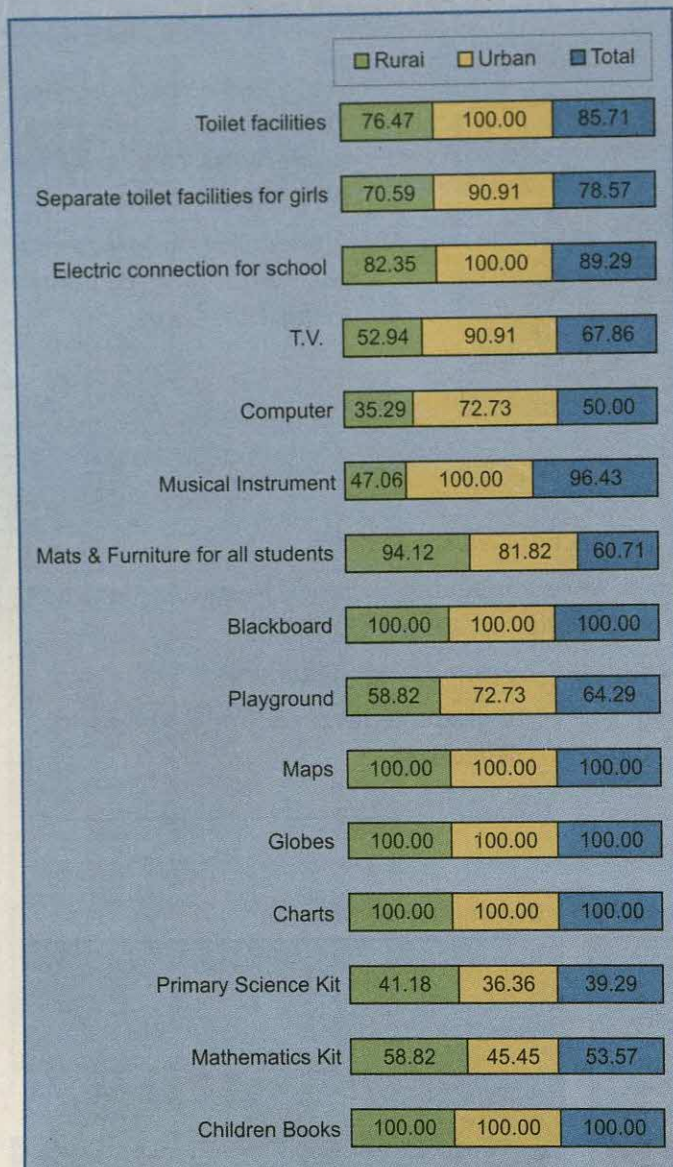
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 28 sampled schools, 61% were from rural and 39% from urban area
- Management wise, 96% schools were managed by state government and remaining 4% by local body

Availability of School Resources



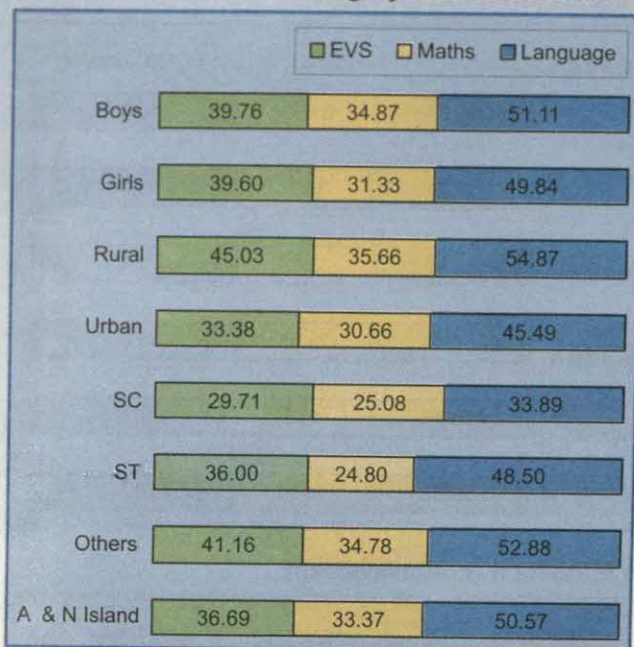
- Maps, charts, globes, blackboards and children books were available in all schools
- Mathematics and Science kits were available in 54% and 39% schools respectively
- Television was available in 68% schools and computer was found in 50% schools
- Separate toilet facility for girls was in 79% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio for the UT was 23:1 and for urban schools it was 29:1
- Mid day meal and free textbooks were available in 93% schools
- Scholarship for attendance was available in only 11% schools
- Average number of working days was 199 days with 8 periods a day
- Parent teacher associations were existing in all schools and VEC/AEC/SMC were in 96% schools

LEARNING ACHIEVEMENT

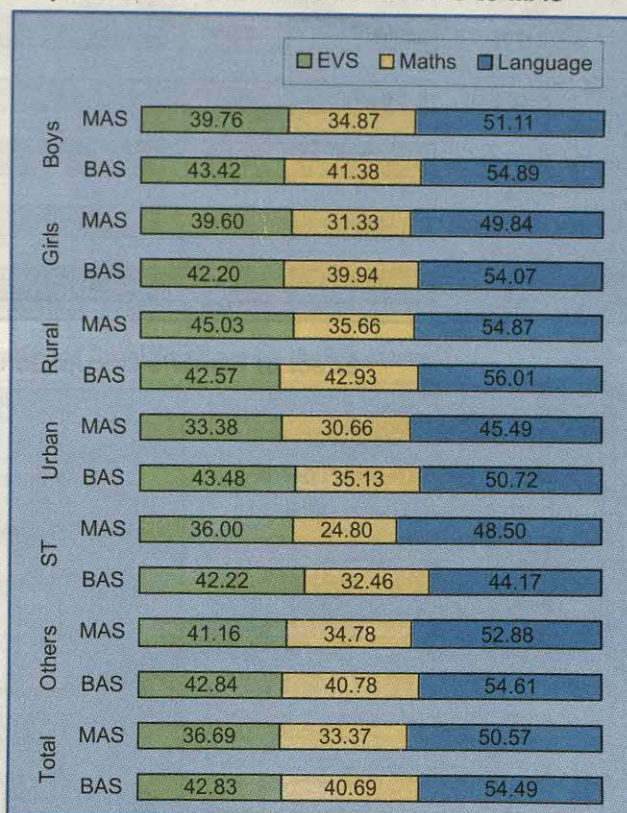
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



- The overall achievement of children in EVS, Mathematics and Language was 36.69%, 33.37% and 50.57% respectively
- In all three subjects, performance of children of Others category was highest
- Area wise, rural children scored significantly better in all three subjects
- Gender wise, boys performed better in Mathematics and Language

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

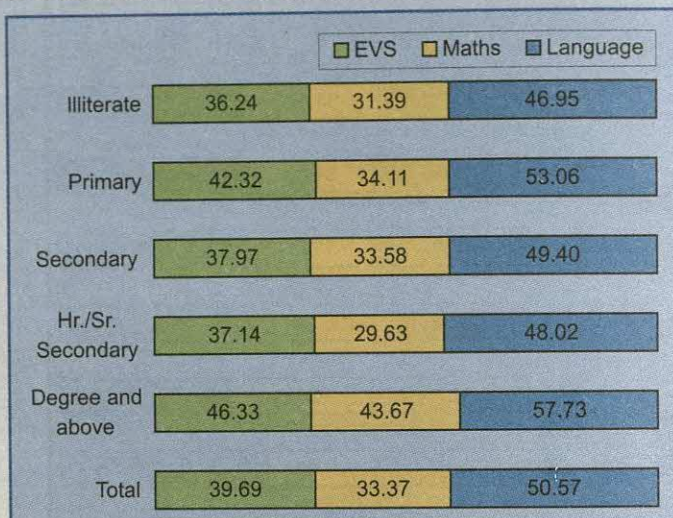
- In all three subjects, the achievement of students decreased by 4% to 8% during MAS from BAS
- Achievement of rural children increased in EVS and ST children in Language during MAS from BAS



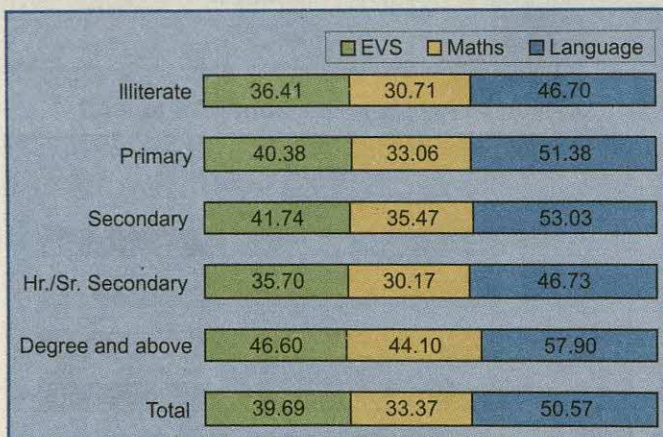
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Achievement of children of degree holder fathers was better in all three subjects



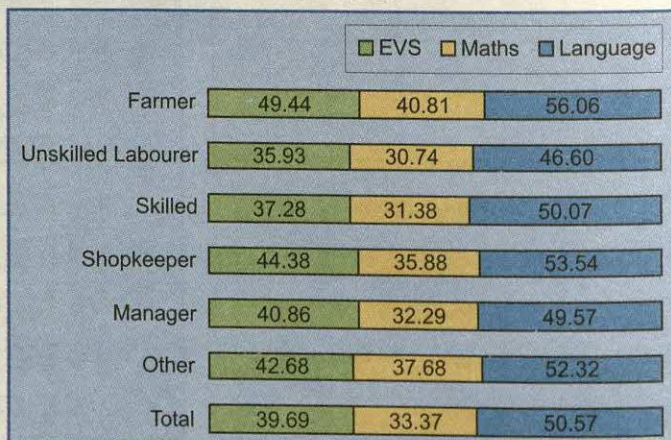
Effect of Mother's Education on Achievement



- Children of mothers who were degree and above level educated performed better in all three subjects

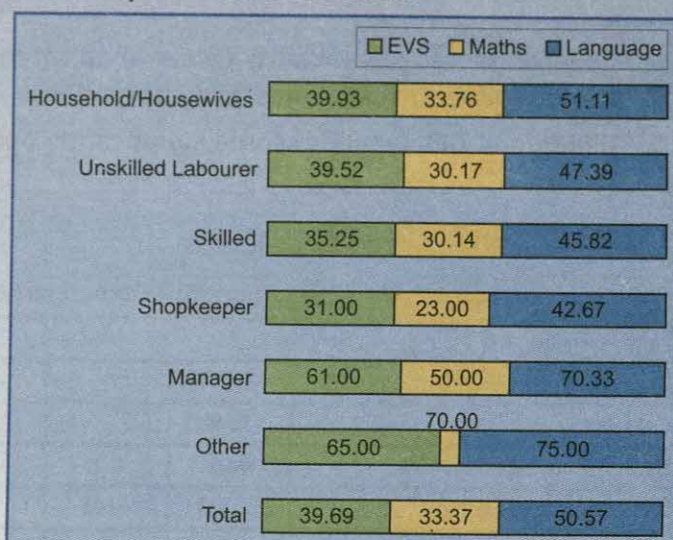
Effect of Father's Occupation on Achievement

- Children of fathers who were farmer performed better in all three subjects

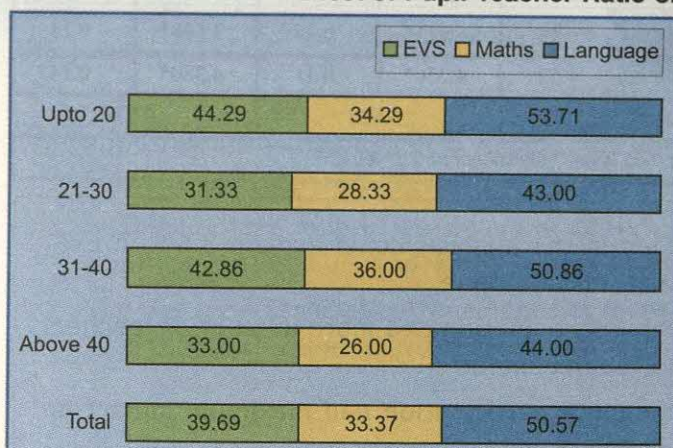


Effect of Mother's Occupation on Achievement

- Children of mothers who were managers performed better in all three subjects



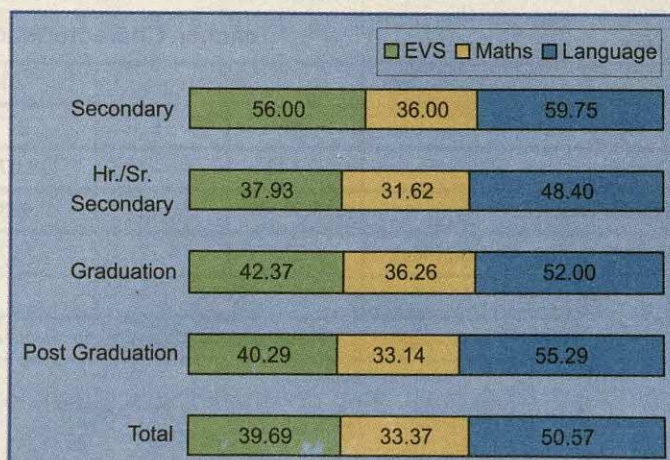
Effect of Pupil Teacher Ratio on Achievement



- Children performed better in EVS and Language when PTR was up to 20

Effect of Teacher's Educational Qualification on Achievement

- Achievement in all three subjects was better when children were taught by teachers of secondary level educational qualification



Other Trends

- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks
- Children of BPL families scored significantly poor in Mathematics and Language

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	39.98	-	32.631	-	38.37	-
Infrastructure Index	0.651	0.05	0.832	0.07	0.308	0.03
Instructional Facility Index	1.123	0.08	0.512	0.05	0.796	0.06
Auxiliary Facility Index	1.956	0.09	2.301	0.09	2.112	0.08
Human Resource Index	4.915*	0.12	0.130	0.02	1.903	0.10
Community Participation Index	7.342*	0.18	6.025*	0.14	3.598*	0.13
Inspection of Schools	4.389*	0.12	4.256*	0.11	4.380*	0.14
R^2	0.086		0.094		0.059	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 8.6% in EVS, 9.4% in Mathematics and 5.9% in Language
- Inspection of schools, community participation and more number of teachers had significant impact on EVS achievement
- Inspection of schools and community participation had maximum impact on Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	39.42	-	33.07	-	49.66	-
Teacher Efficiency Index	4.502*	0.13	0.988	0.09	4.964*	0.14
Teacher Professionalism Index	4.273*	0.12	2.617	0.10	4.813*	0.13
R^2	0.044		0.019		0.046	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 4.4% in EVS, 1.9% in Mathematics and 4.6% in Language achievement
- Teacher efficiency (educational and professional qualification, experience and in-service training) and teacher professionalism contributed significantly on EVS and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	38.75	-	49.82	-	42.82	-
Socio-economic Index	1.483	0.09	1.367	0.09	2.708	0.09
Supplementary Helping Index	4.252*	0.09	5.409*	0.14	0.872	0.07
Student Attendance	0.338	0.03	1.212	0.09	0.932	0.07
Distance from Home to School	-0.425	-0.04	-0.139	-0.02	-0.113	-0.02
R^2	0.027		0.038		0.01	

*Significant at 0.05 level ** significant at 0.01 level

- Pupil related variables could explain 2.7% in EVS, 3.8% in Mathematics and 1% in Language achievement
- Supplementary help in academic activities from family members contributed significantly on EVS and Mathematics achievement
- The negative association revealed that more the distance from home to school less the achievement in all three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in almost all competencies
- In Language, learning difficulties were found in comprehension of story

TEST CHARACTERISTICS

- About 80% items in EVS, 93% items in Mathematics, 48% items in Language were either difficult or very difficult
- Nearly 80% items in EVS and Language and 50% items in Mathematics had good discriminative power
- All three tests had good reliability coefficient ranging from 0.69 to 0.88

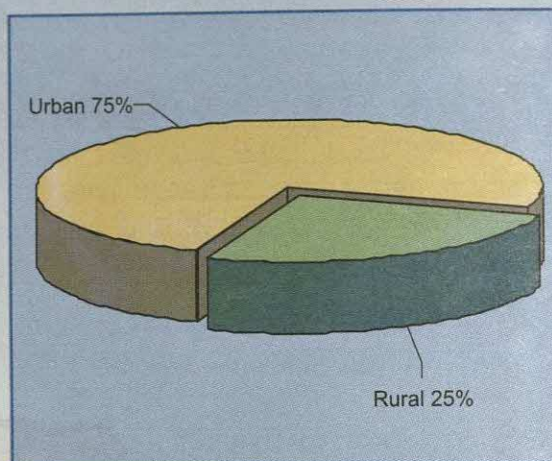
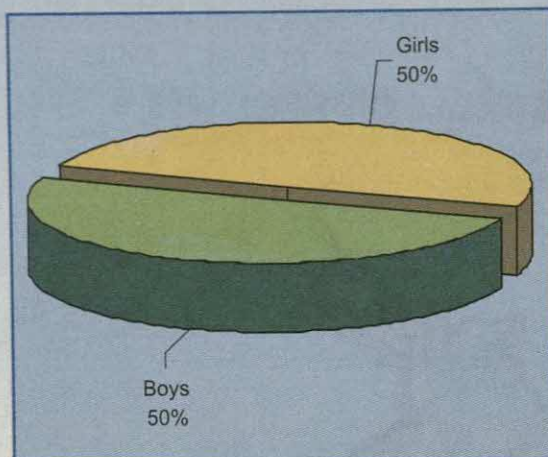
OTHER TRENDS

- Nearly 63% children in EVS, 76% children in Mathematics and 34% children in Language scored less than 40% marks
- About 1% children in EVS, none in Mathematics and 5% children in Language scored more than 80% marks
- In descriptive questions of Language, 7% children scored 10 out of 10 and 34% children scored zero
- In Language, children performed better in spelling and comprehension of time table

Chandigarh

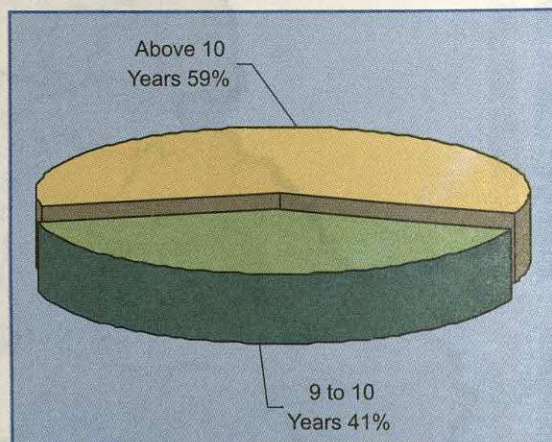
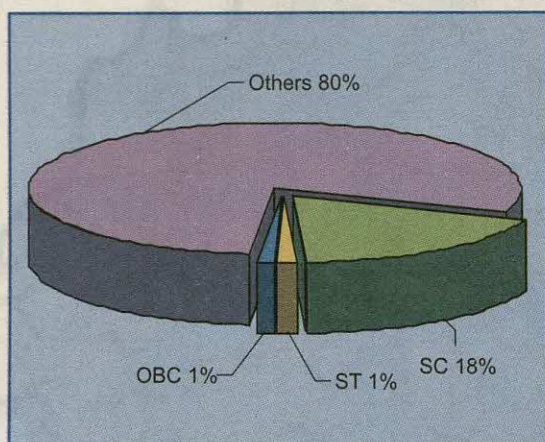


Gender and Area wise Distribution of Children



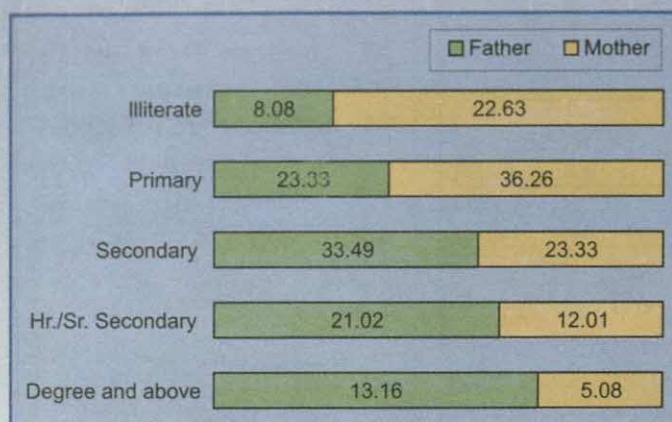
- A total of 433 children were sampled from the UT of Chandigarh. Within the sample, the percentage of boys and girls was almost same
- Area wise, 25% children were from rural and 75% from urban area

Category and Age wise Distribution of Children



- Social group wise, 80% children belonged to Others category and 1% from OBC and ST category
- Age wise, 41% children were 9 to 10 years of age

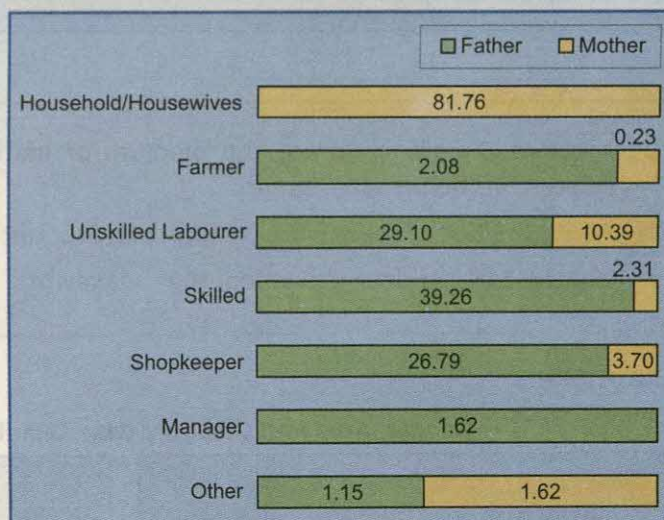
Distribution of Students on the Basis of Parents' Education



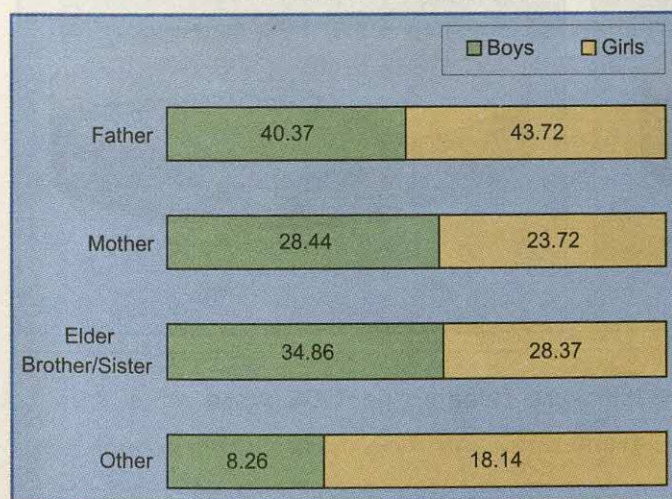
- Regarding educational status, 23% mothers were illiterate against 8% of fathers
- Nearly 13% fathers studied up to degree and above level and for mothers it was only 5%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (68%) were either skilled or unskilled labourer
- Majority of mothers (82%) were housewives
- Only 2% fathers were managers

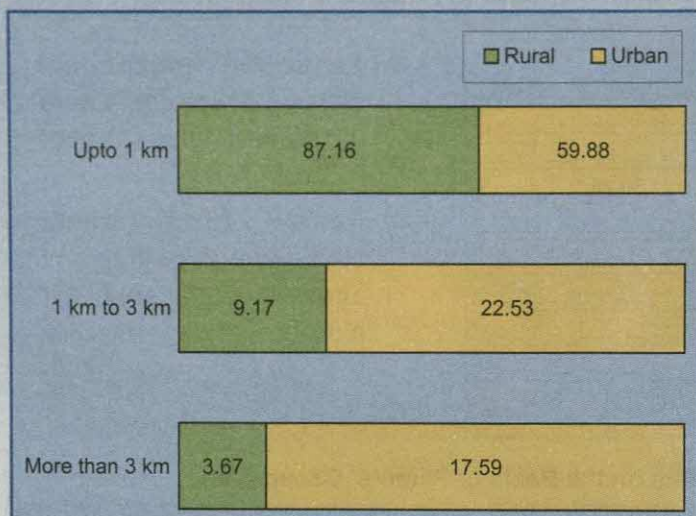


Academic Assistance Received from Family Members



- Fathers provided more academic help to their children and it was followed by elder peers and mothers

Distance of School from Home



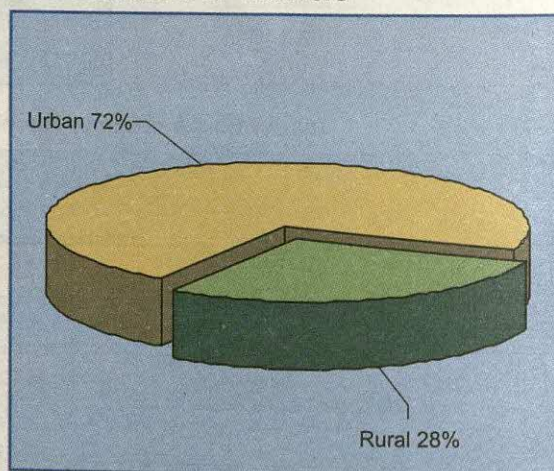
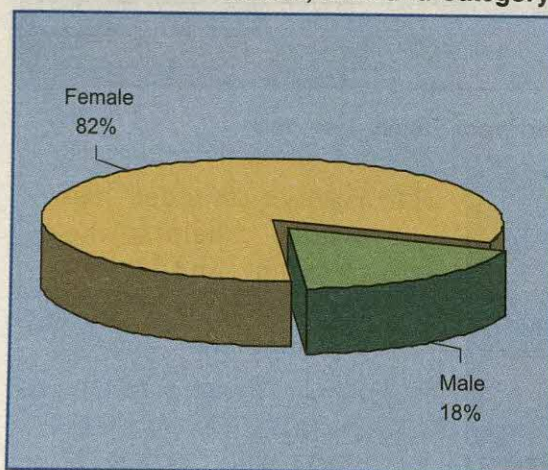
- Children from urban area covered more distance to reach school as compared to rural children

Other Trends

- In case of 64% children, the medium of instruction in school and language spoken at home was same
- About 33% children were taking private tuitions
- Nearly 1% children revealed that classwork was checked by teachers

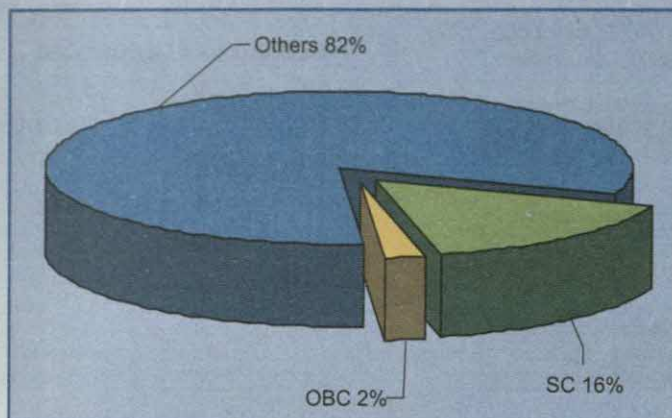
TEACHERS

Gender, Area and Category wise Distribution of Teachers



- Out of 44 sampled teachers, 82% were female and 18% were male
- Area wise, 28% teachers were from rural and 72% from urban schools

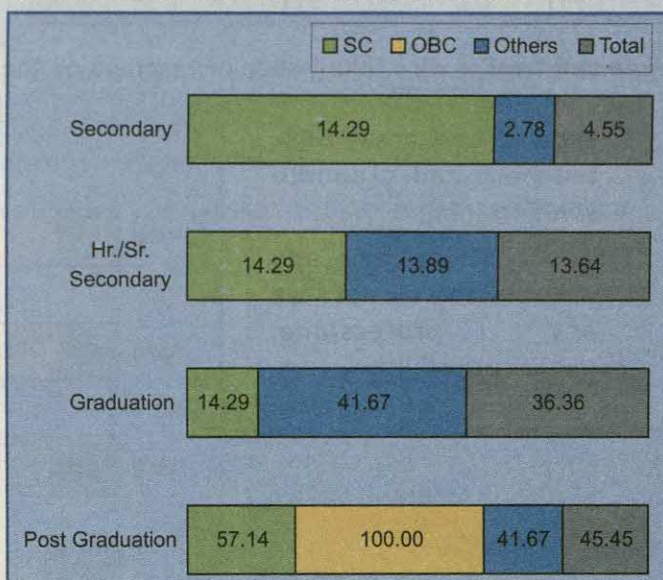
Distribution of Students on the Basis of Parents' Education



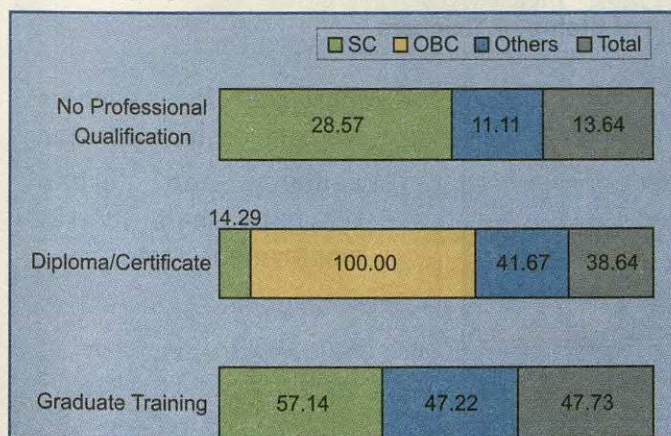
- Category wise, maximum teachers were from Others category (82%) followed by SC (16%) and 2% from OBC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- In OBC category all the teachers were postgraduate
- From each category, maximum number of teachers were postgraduate

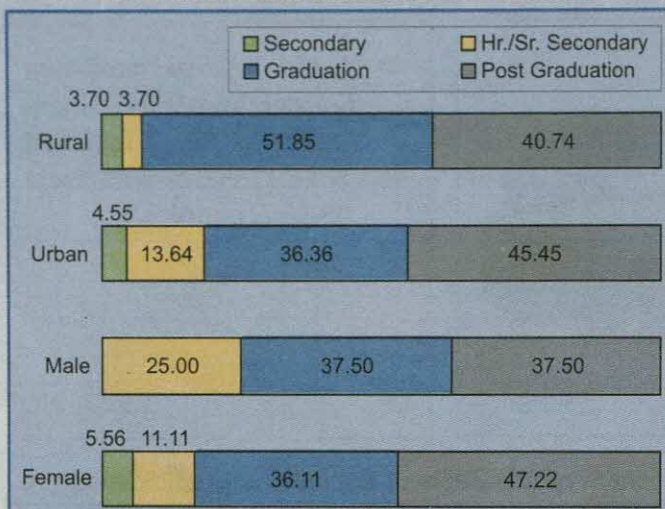


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from SC and Others category had graduate level training
- About 14% teachers did not have any professional qualification

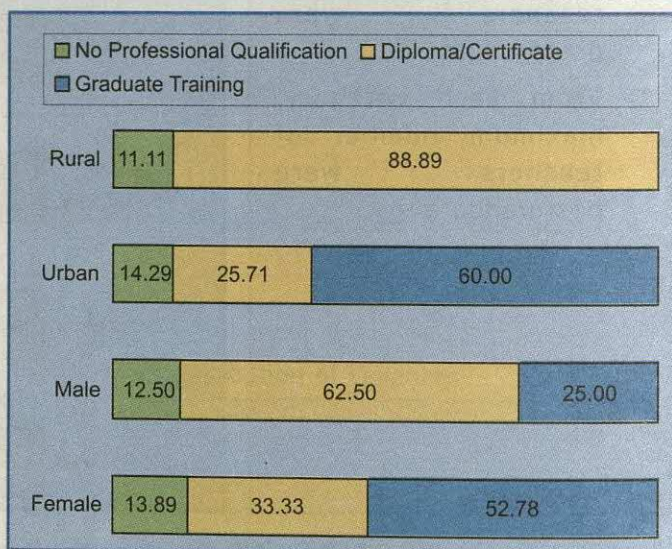
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



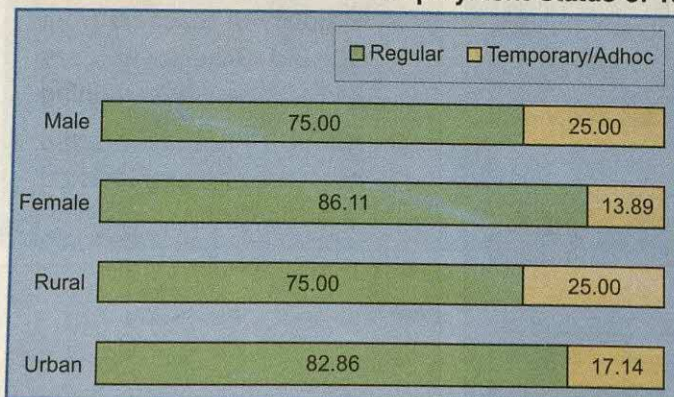
- Irrespective of gender and area, 37% to 47% teachers were postgraduate
- From rural area and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 60% teachers had graduate level training
- About 14% female and male teachers did not have any professional qualification

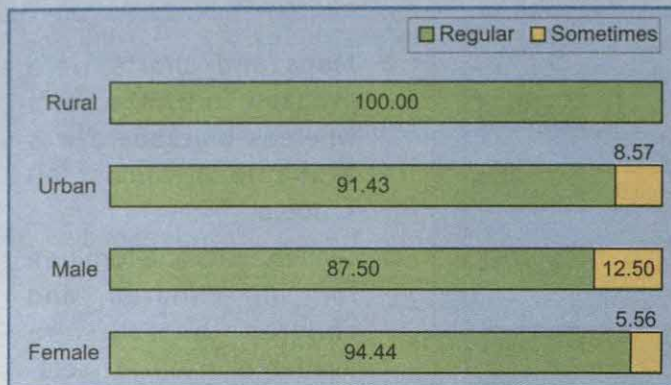


Employment Status of Teachers



- More than 75% teachers were in regular position
- Female and urban teachers had better employment status

Distribution of Teachers on the Basis of Giving Homework



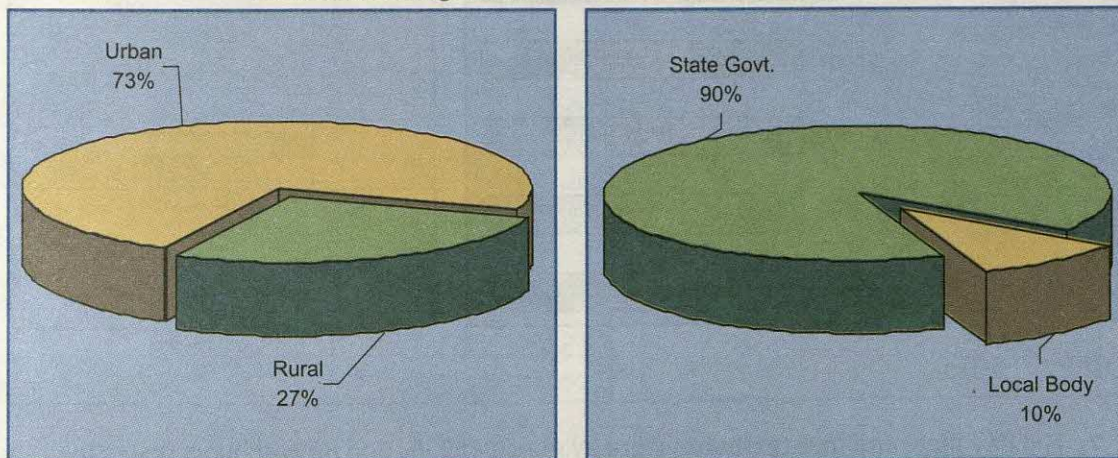
- In rural area, all teachers and in urban area 91% teachers were giving homework to children regularly
- More than 94% female teachers were giving homework regularly

Other Trends

- Average teaching experience of teachers was 10 years
- 39% of training programmes were conducted by SIE/SCERT and only 2% by DIETs
- Teacher's diary was being maintained by 91% teachers
- About 31% teachers studied Language up to graduate level and for Mathematics it was only 17%

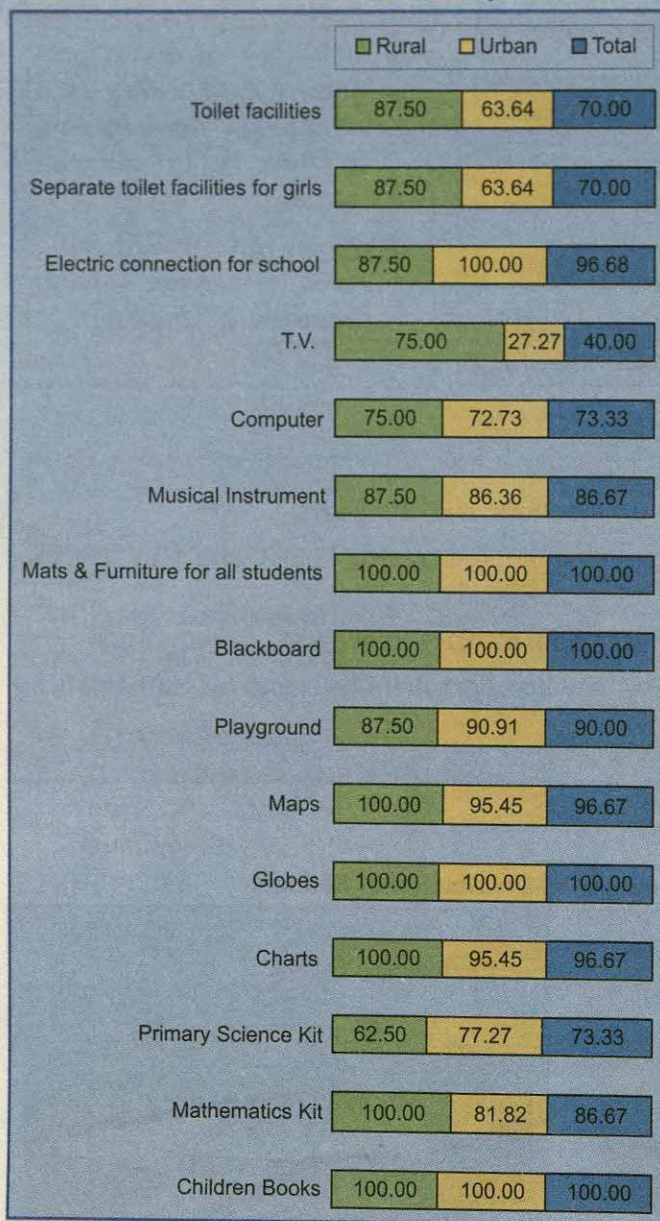
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 30 sampled schools, 27% were from rural and 73% from urban area
- Management wise, 90% schools were managed by state government and remaining 10% by local body

Availability of School Resources



- Maps and charts were available in 97% schools whereas blackboard was available in almost all schools
- Globes, mats and furniture for all children and children books were available in all schools
- Mathematics and Science kits were available in 87% and 73% schools respectively
- Television was available in 40% schools and computers were found in 73% schools
- Separate toilet facility for girls was in 70% schools

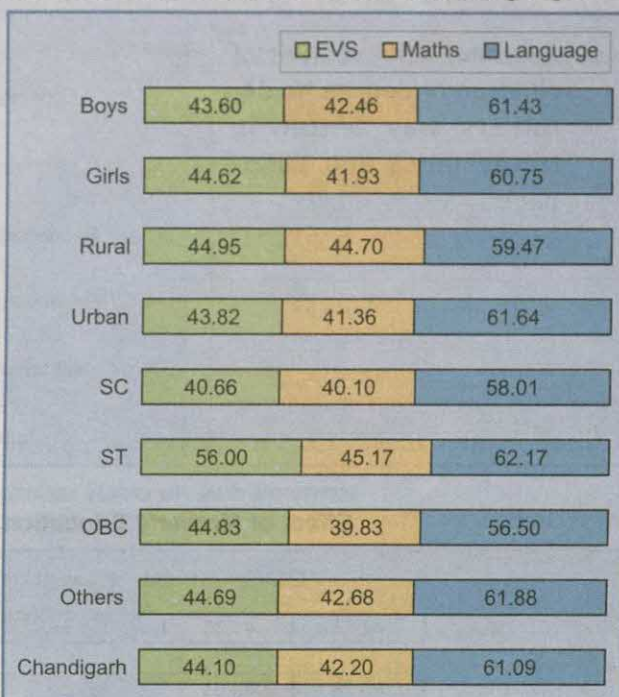
Other Trends

- Mid day meal and free textbooks were available in 93% and 80% schools respectively
- Scholarship for attendance was available in 60% schools
- Average number of working days was 208 days with 8 periods a day
- Parent teacher associations were existing in all schools and VEC/AEC/SMC were in 70% schools

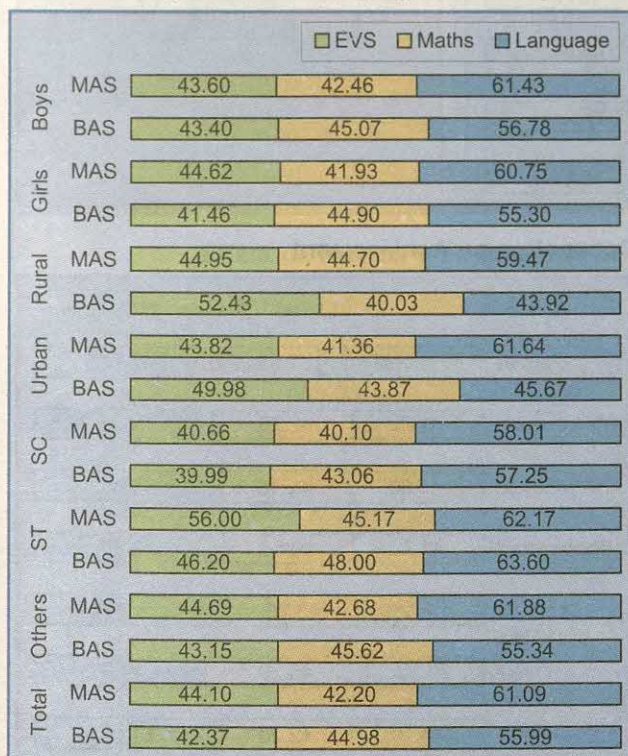
LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

- The overall achievement of children in EVS, Mathematics and Language was 44.10%, 42.20% and 61.09% respectively
- In Mathematics and Language performance of children of ST category was highest and followed by Others SC and OBC children
- Area wise, rural children scored better in Mathematics and EVS than urban children
- Gender wise, there was no significant difference in achievement between boys and girls in all subjects



Gender, Area and Category wise Comparison of Achievement from BAS to MAS

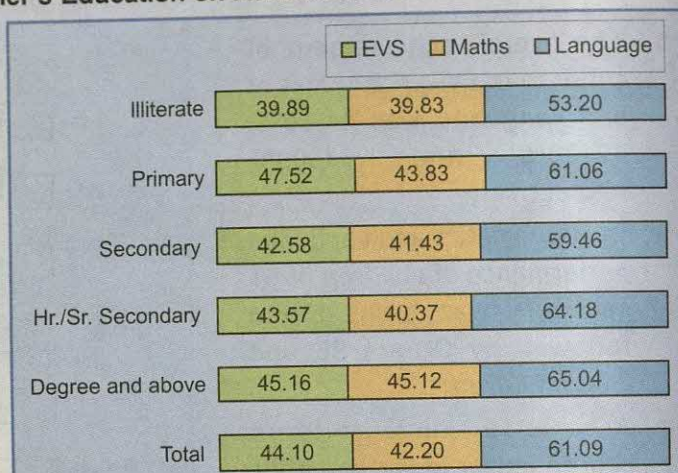


- In EVS and Language the achievement of students has increased during MAS from BAS
- In Mathematics, achievement in gender and category wise declined during MAS from BAS

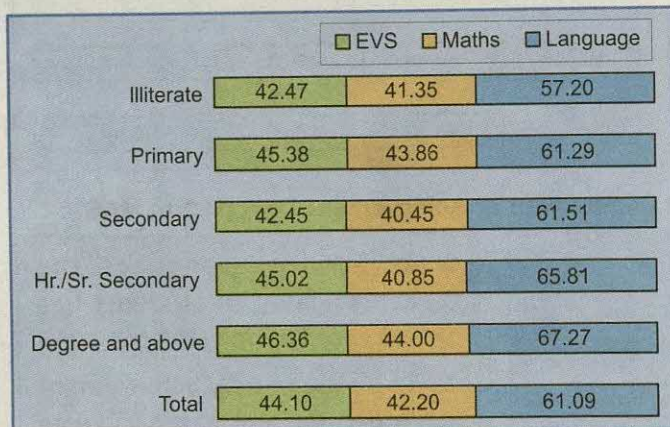
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was better in Mathematics and Language



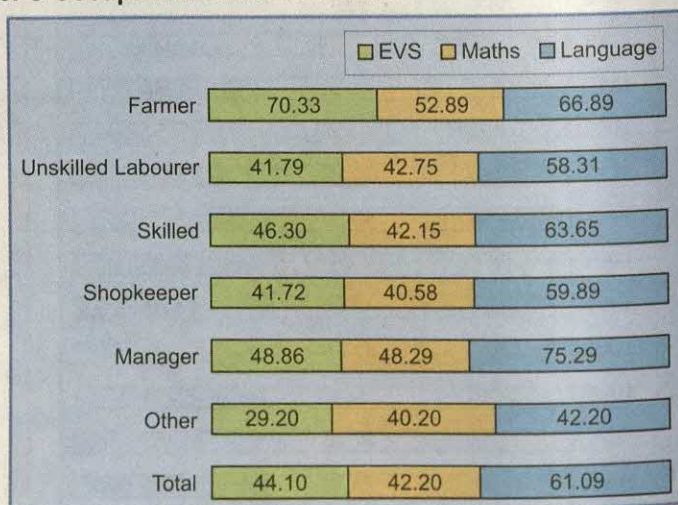
Effect of Mother's Education on Achievement



- Learning achievement of children of degree holder mothers was best in all the three subjects

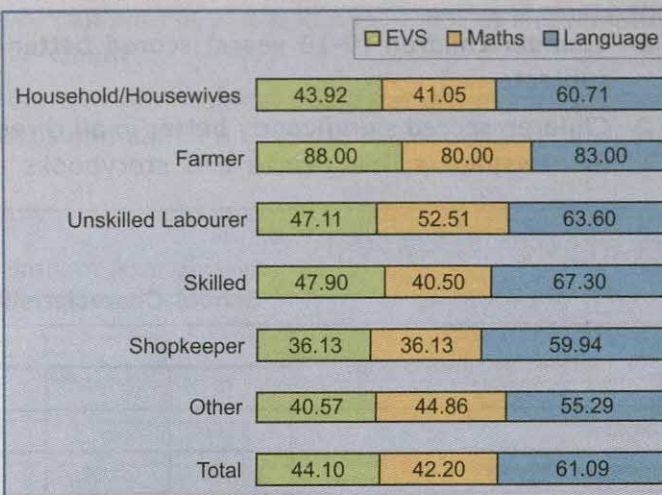
Effect of Father's Occupation on Achievement

- Achievement of children of farmers was the best in EVS and Mathematics

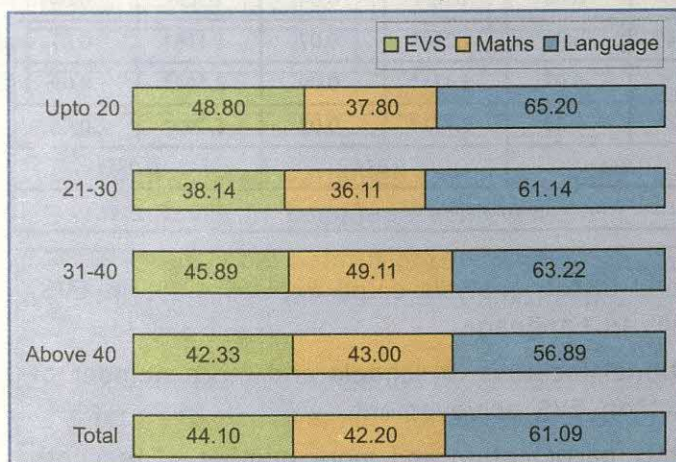


Effect of Mother's Occupation on Achievement

⇒ Children of mothers who were farmers performed best in all three subjects



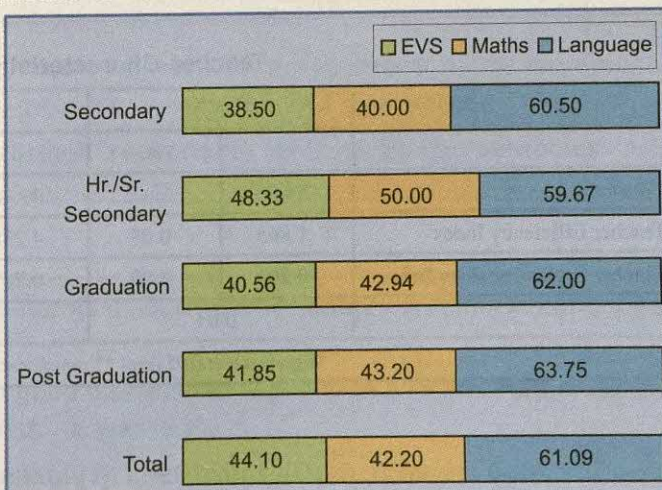
Effect of Pupil Teacher Ratio on Achievement



⇒ Children performed better in EVS and Language when the PTR was upto 20

Effect of Teacher's Educational Qualification on Achievement

⇒ Achievement in EVS and Mathematics was better when the children were taught by teachers of Higher Secondary education background



Other Trends

- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	52.66	-	45.56	-	48.85	-
Infrastructure Index	0.191	0.04	0.144	0.03	0.218	0.03
Instructional Facility Index	1.091*	0.08	0.568	0.05	0.147	0.04
Auxiliary Facility Index	0.845	0.06	0.826	0.04	0.458	0.04
Human Resource Index	3.214*	0.09	1.238*	0.07	1.116*	0.07
Community Participation Index	0.315	0.03	3.438*	0.09	2.564*	0.09
Inspection of Schools	1.428*	0.07	2.771*	0.08	1.790*	0.06
R^2	0.046		0.031		0.035	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 4.6% in EVS, 3.1% in Mathematics and 3.5% in Language
- Inspection of schools, instructional facilities in schools and more number of teachers had significant impact on EVS achievement
- Inspection of schools, community participation and more number of teachers had significant impact on Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.66	-	49.48	-	58.54	-
Teacher Efficiency Index	1.805	0.08	4.238	0.09	1.834	0.06
Teacher Professionalism Index	0.206	0.07	0.787	0.04	0.344	0.04
R^2	0.03		0.018		0.029	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 3% in EVS, 1.8% in Mathematics and 2.9% in Language achievement
- Teacher efficiency (educational and professional qualification, experience and in-service training) contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	54.25	-	48.68	-	52.27	-
Socio-economic Index	1.761*	0.18**	1.455*	0.09*	1.436*	0.145**
Supplementary Helping Index	4.915**	0.21**	3.169*	0.11**	2.598*	0.12**
Student Attendance	0.65	0.09	0.74	0.05	0.37	0.08
Distance from Home to School	-0.87	-0.07	-0.32	-0.03	-0.62	-0.07
R^2	0.022		0.017		0.019	
*Significant at 0.05 level **significant at 0.01 level						

- Pupil related variables could to explain 2.2% in EVS, 1.7% in Mathematics and 1.9% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in average, measurement, fraction & decimal, simple interest, geometry and percentage
- In Language, children performed reasonably well in all competencies

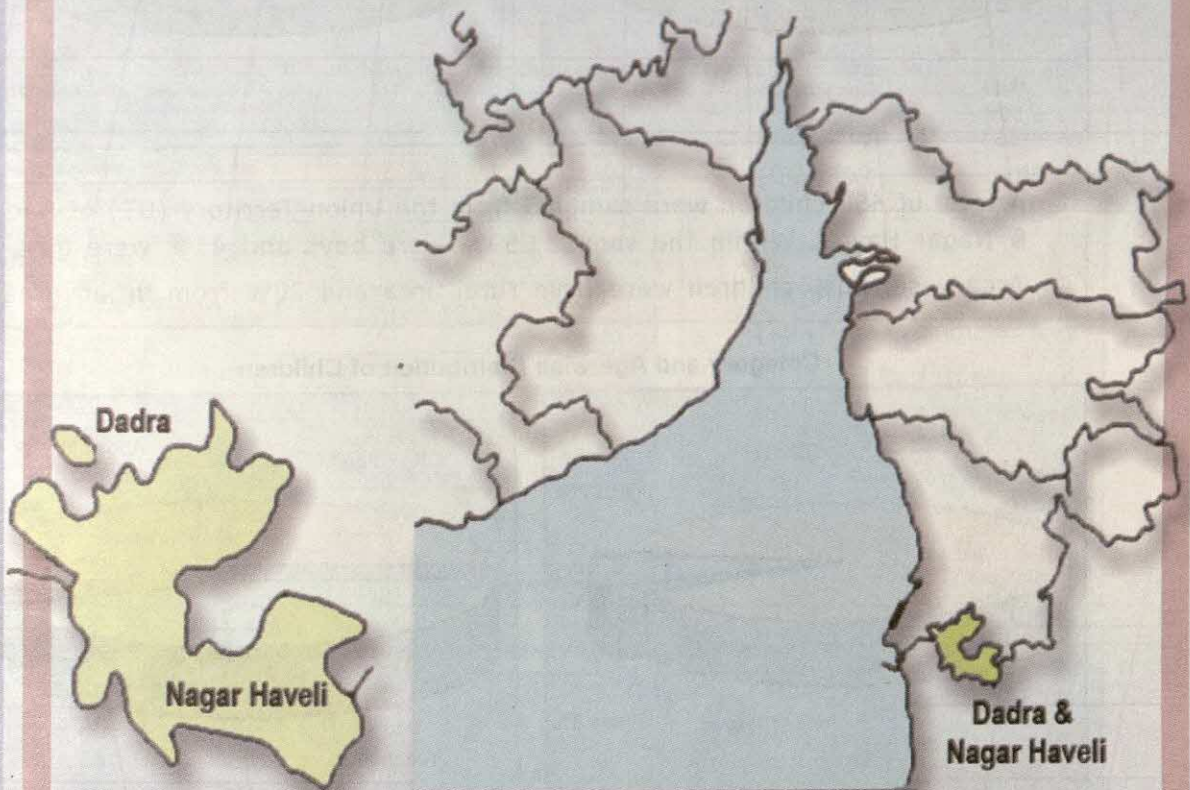
TEST CHARACTERISTICS

- About 73% items in EVS, 68% items in Mathematics and 25% items in Language were difficult
- Nearly 68% to 78% items had good discriminative power in EVS and Mathematics, but in case of Language test, it was 83%
- All three tests had good reliability coefficient (from 0.69 to 0.88)

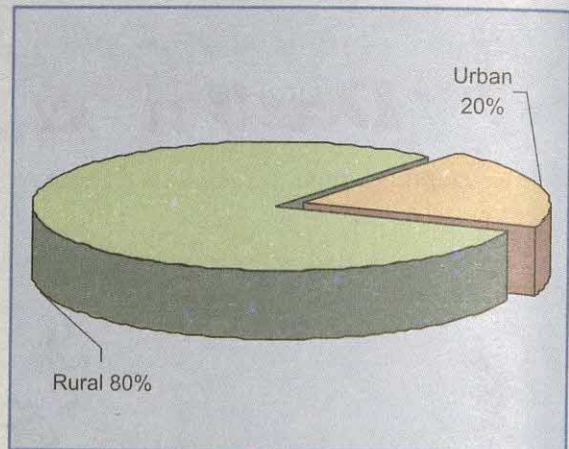
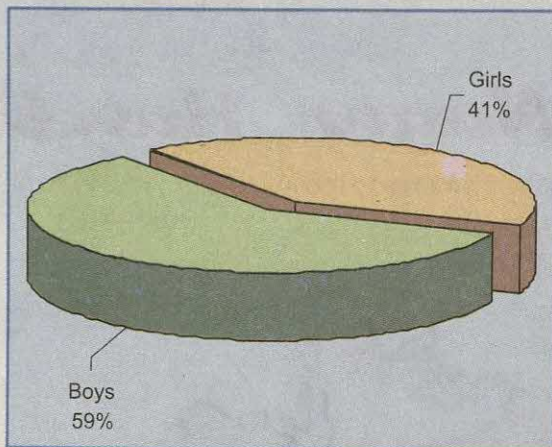
OTHER TRENDS

- About 51% children in EVS, 54% children in Mathematics and 12% children in Language scored less than 40% marks.
- Nearly 2% to 5% children scored above 80% marks in all three subjects
- In descriptive items in Language, nearly 28% children scored 10 out of 10 marks and nearly 10% children scored zero
- In Mathematics, children performed better in profit & loss, HCF/LCF and fundamental operations
- In Language, children performed better in spelling and vocabulary

Dadra & Nagar Haveli

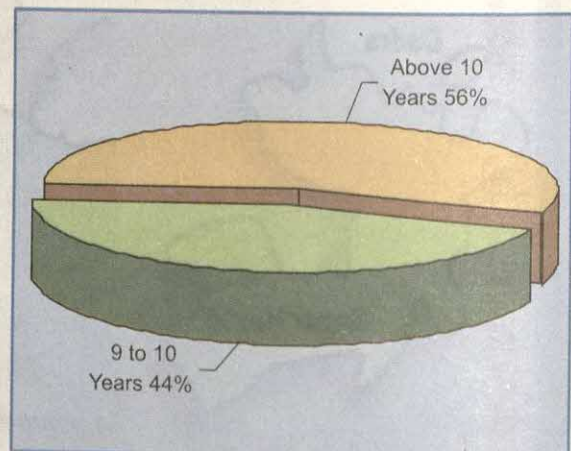
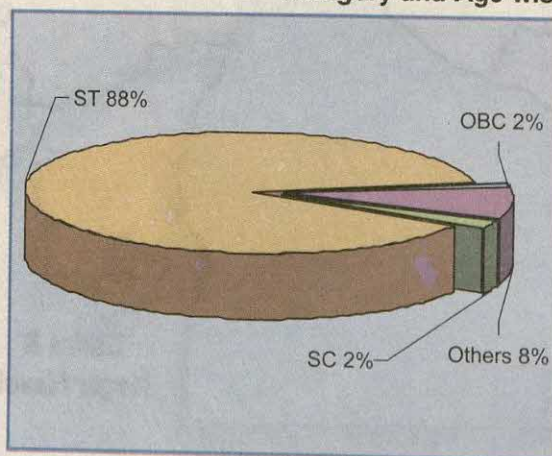


Gender and Area wise Distribution of Children



- A total of 450 children were sampled from the Union Territory (UT) of Dadra & Nagar Haveli. Within the sample, 59% were boys and 41% were girls
- Area wise, 80% children were from rural area and 20% from urban area

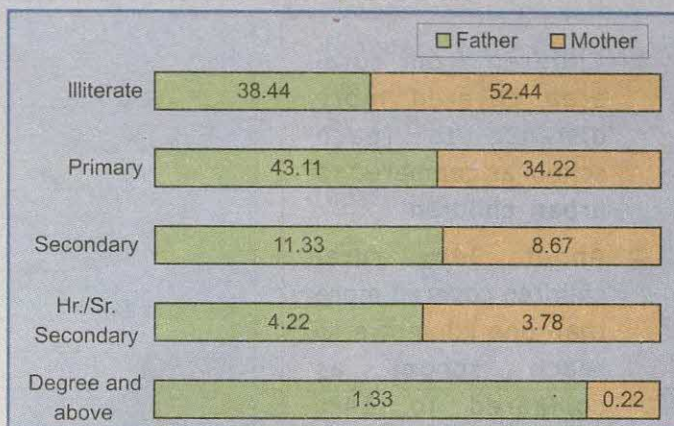
Category and Age wise Distribution of Children



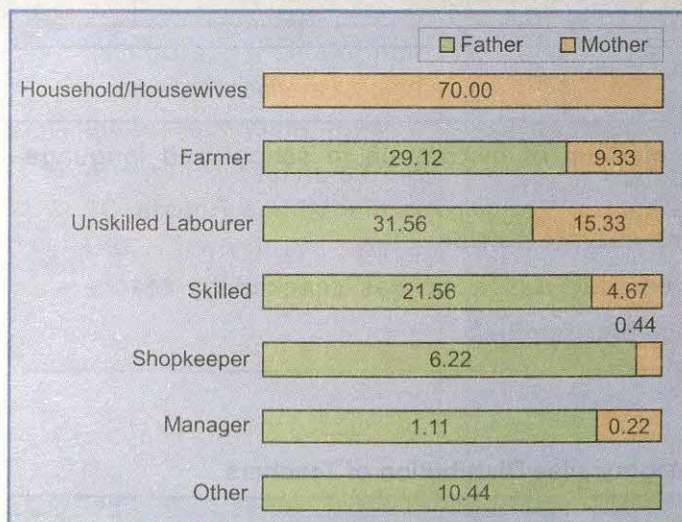
- Social group wise, 88% children belonged to ST category and only 2% each from SC and OBC categories
- Age wise, 56% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 52% mothers were illiterate as against 38% of fathers
- Only 1.3% fathers studied up to degree and above level and for mothers it was only 0.2%



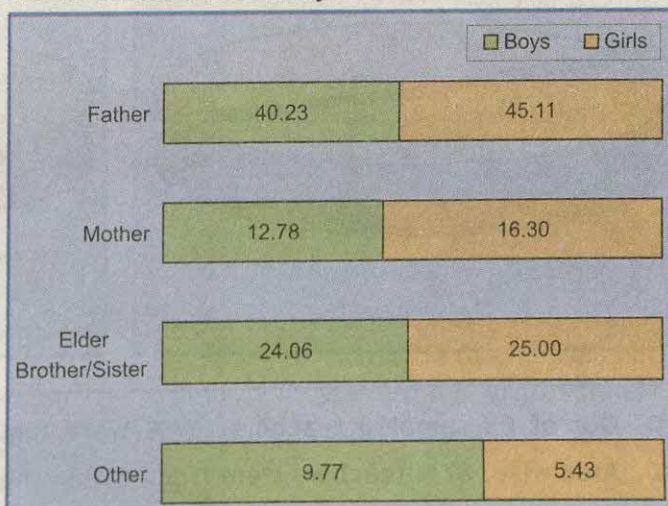
Distribution of Students on the Basis of Parents' Occupation



- Majority of fathers (60.7%) were either farmers or unskilled labourer
- Majority of mothers (70.0%) were housewives
- Only 1.1% fathers and 0.2% mothers were managers

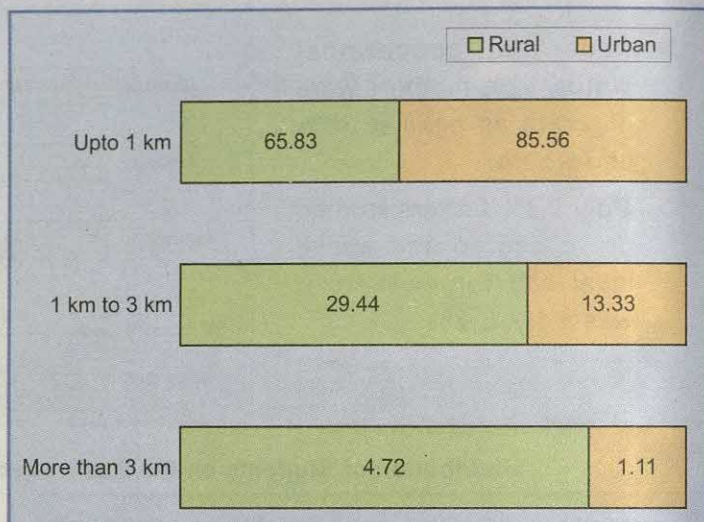
Academic Assistance Received from Family Members

- Fathers provided more academic help to their children and it was followed by elder peers and mothers
- Girls were getting more help from family members than boys



Distance of School from Home

- Children from rural area covered more distance to reach school as compared to urban children
- About 34% rural children covered more than one kilometre to reach school as compared to 14% urban children

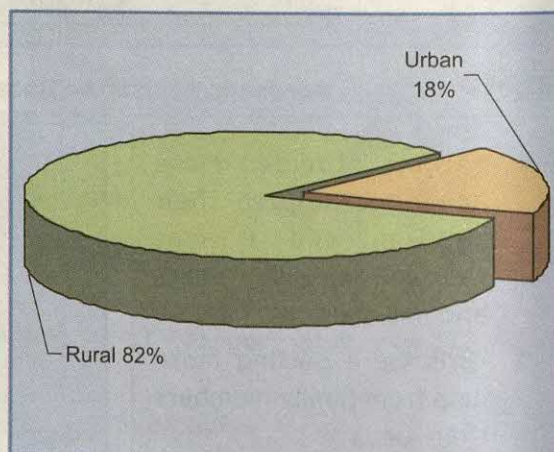
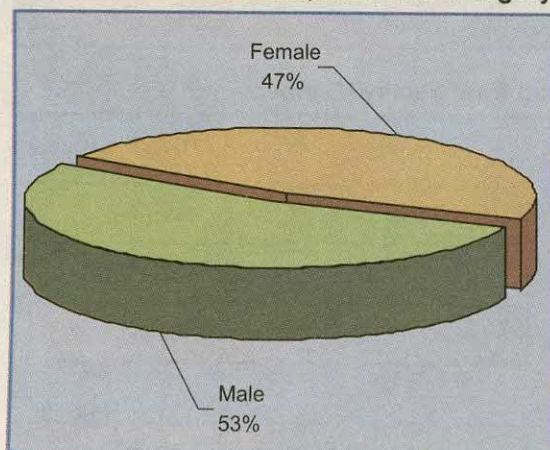


Other Trends

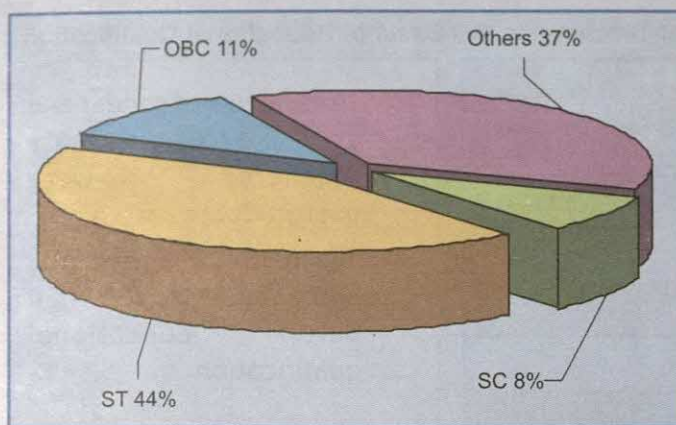
- In case of 48% children, the medium of instruction in school and language spoken at home was same
- About 8% children were taking private tuition
- Less than 1% children revealed that classwork was checked by teachers
- About 64% children were from BPL families

TEACHERS

Gender, Area and Category wise Distribution of Teachers



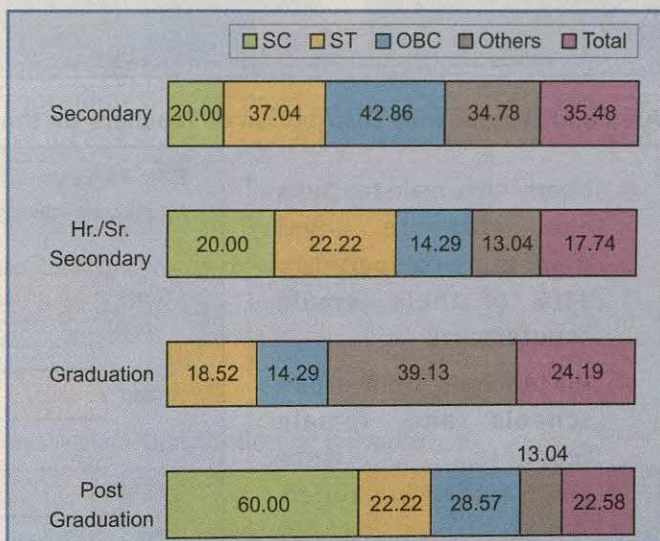
- Out of 62 sampled teachers, 47% were female and 53% were male
- Area wise, 82% teachers were from rural schools and 18% from urban schools



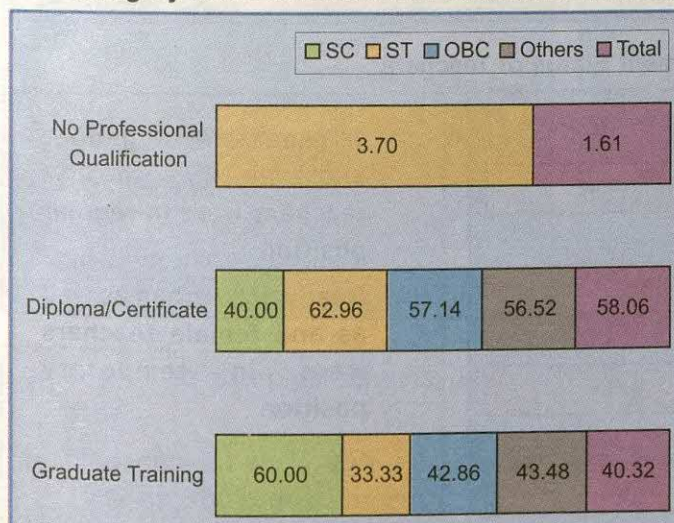
- Category wise, maximum teachers were from ST category (44%) followed by Others (37%), OBC (11%) and 8% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From ST and OBC category, maximum number of teachers studied up to secondary level
- About 60% teachers from SC category and 29% from OBC category were postgraduate

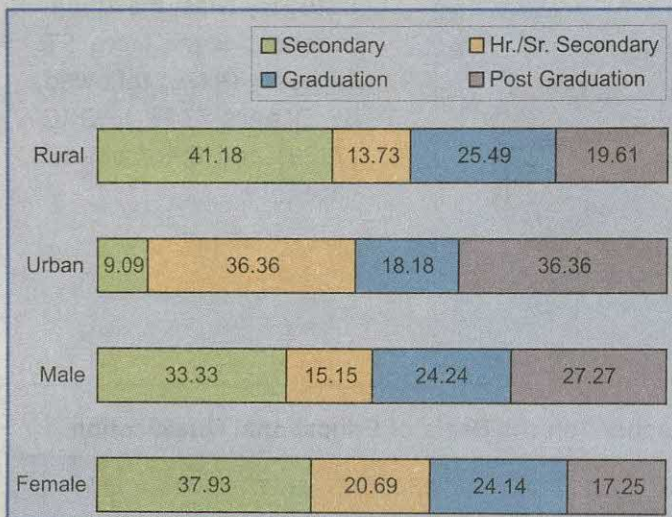


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of the teachers from SC category had graduate level training
- Most of the teachers from OBC, Others and ST category had certificate or diploma in elementary education
- About 2% teachers did not have any professional qualification

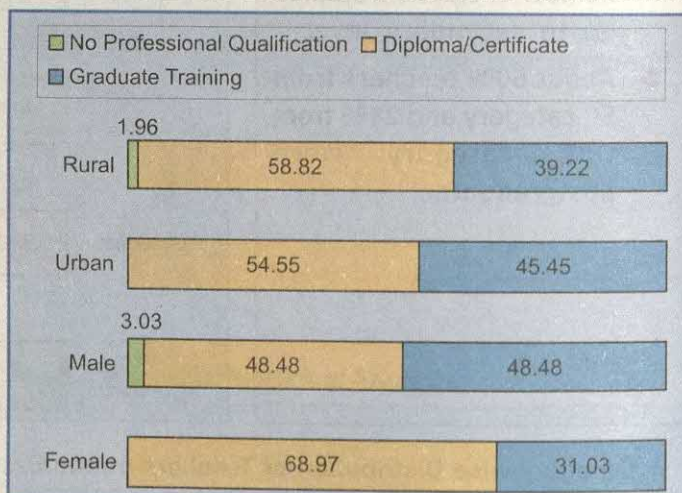
Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



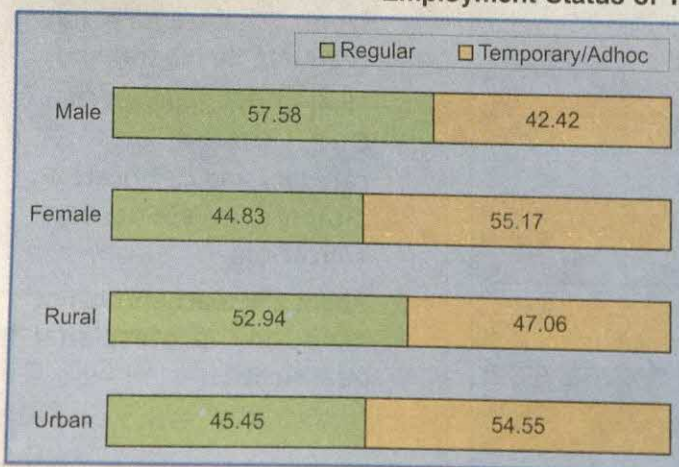
- Irrespective of gender and area, 17% to 36% teachers were postgraduate
- Teachers from urban area and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- Nearly 48% male teachers had graduate level training as compared to 31% of their female counterparts
- All teachers from urban schools and female teachers were professionally qualified

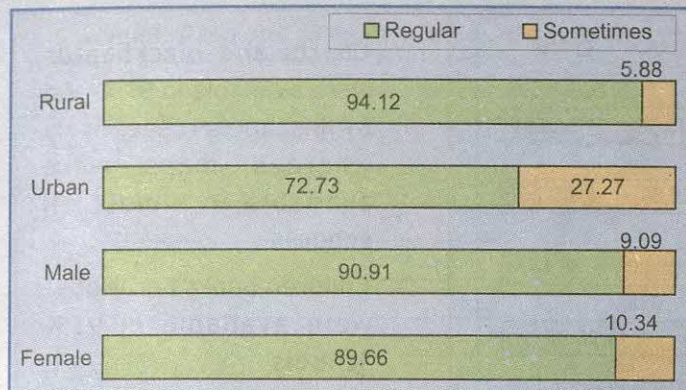


Employment Status of Teachers



- Irrespective of gender and area, 45% to 58% teachers were in regular position
- Nearly 55% urban as well as and female teachers were in temporary position

Distribution of Teachers on the Basis of Giving Homework



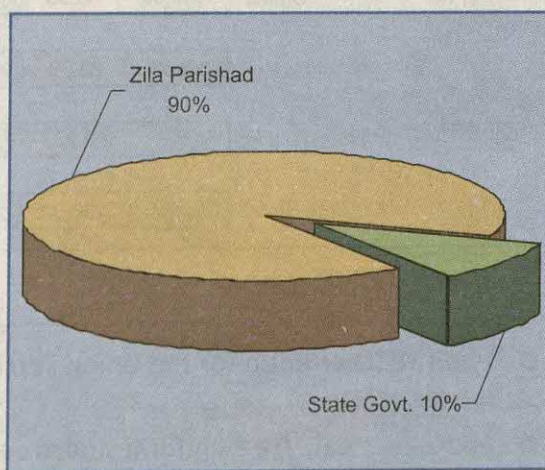
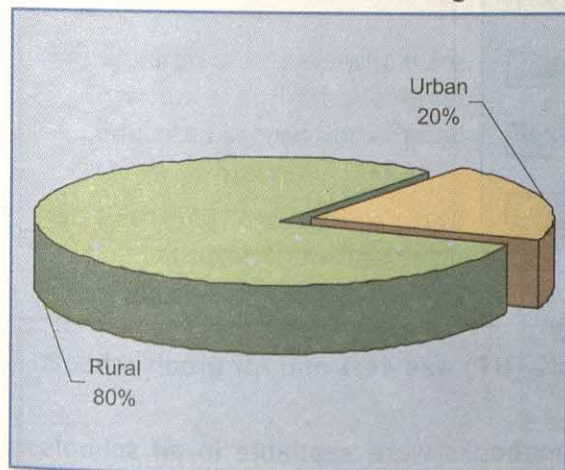
- Rural teachers were more regular in giving homework
- Between male and female teachers there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 9 years
- Majority (74%) of training programmes were conducted in Cluster Resource Centres and only 2% were conducted by each Teacher Resource Centre and SCERT/SIE
- Teacher's diary was being maintained by all teachers
- Nearly 49% of teachers studied Language up to secondary level and for Social Science & Mathematics it was 63% and 65% respectively

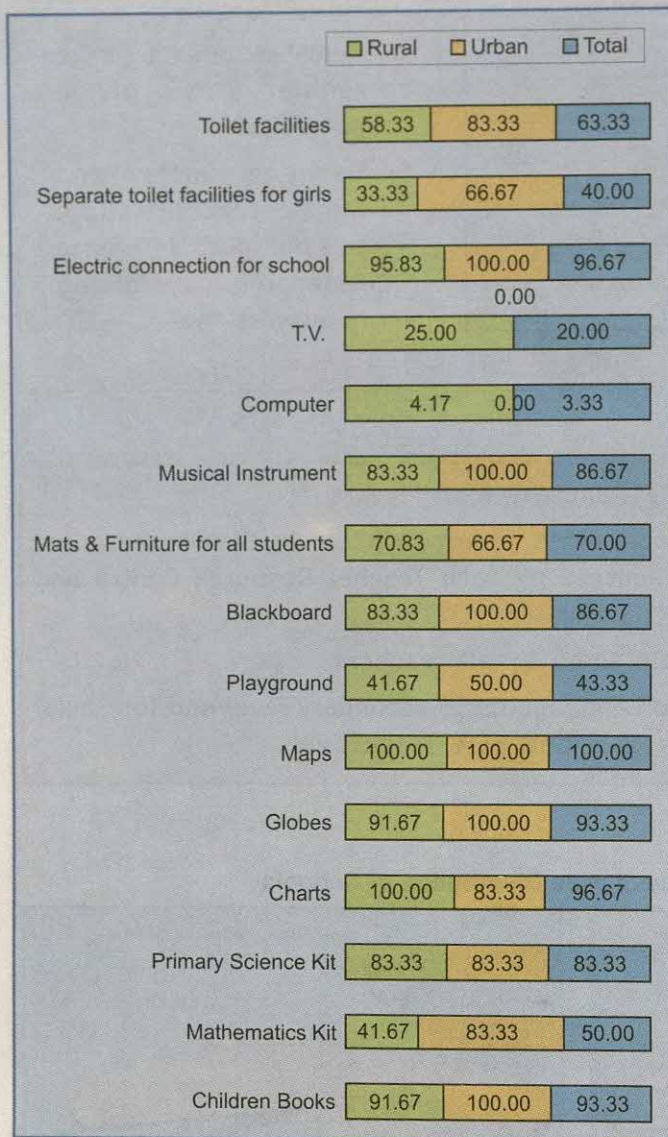
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 27 sampled schools, 80% were from rural area and 20% from urban area
- Management wise, 90% schools were managed by Zila Parishad and remaining 10% by state government

Availability of School Resources



- Charts and blackboards were available in 97% and 87% schools respectively whereas maps were available in almost all schools
- Children books and globes were available in 93% schools
- Mathematics and Science kits were available in 50% and 83% schools respectively
- Television was available in 20% schools and computers were found in 3% schools
- Separate toilet facility for girls was in 40% schools
- Electricity connection was available in 97% schools

Other Trends

- Pupil Teacher Ratio for the Union Territory (UT) was 44:1 and for urban schools it was 41:1
- Mid day meal, free uniform and free textbooks were available in all schools
- Scholarship for attendance was available in 90% schools
- Average number of working days was 238 days with 8 periods a day
- Parent teacher associations and VEC/AEC/SMC were in all schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

	EVS	Maths	Language
Boys	44.71	40.12	49.18
Girls	46.13	41.87	49.59
Rural	46.00	39.40	49.48
Urban	42.44	46.59	48.81
SC	51.80	44.80	59.20
ST	44.50	39.37	48.33
OBC	41.57	41.71	51.57
Others	52.89	55.75	57.36
D & N H	45.29	40.84	49.35

- The overall achievement of children in EVS, Mathematics and Language was 45.29%, 40.84% and 49.35% respectively
- Performance of children of Others category was the highest in EVS and Mathematics but in Language it was for SC children
- Area wise, urban children scored significantly better in Mathematics and rural children in EVS
- Gender wise, girls scored better in all three subjects

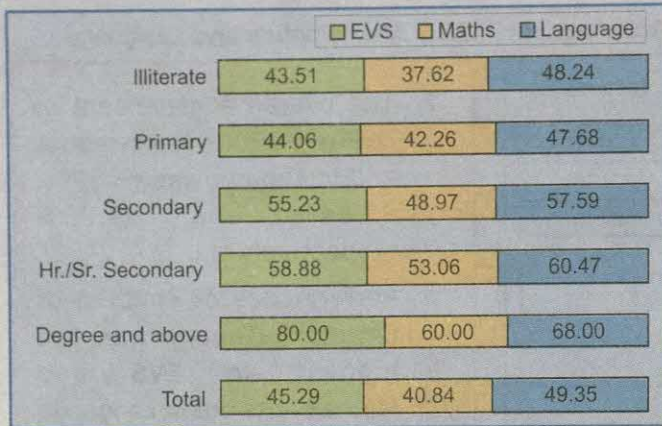
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Children of fathers who were graduate and above level educated scored better in all three subjects
- Father's education had shown positive influence on children achievement in EVS

	EVS	Maths	Language
Illiterate	41.20	35.21	46.04
Primary	46.17	42.84	49.66
Secondary	52.53	49.65	56.80
Hr./Sr. Secondary	53.95	46.32	55.53
Degree and above	65.17	52.33	63.00
Total	45.29	40.84	49.35

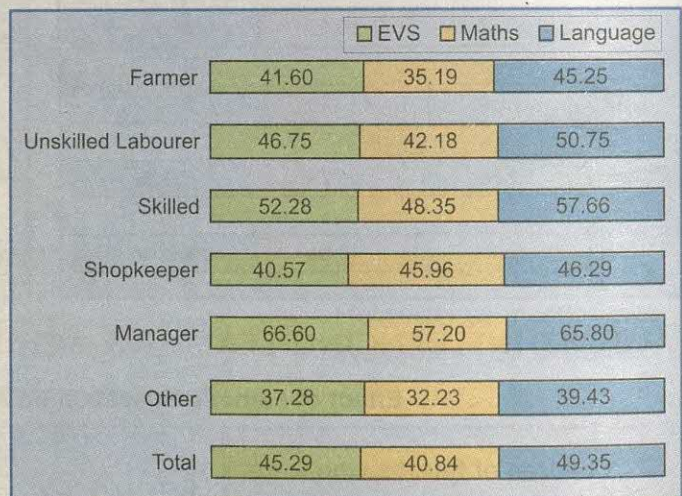
Effect of Mother's Education on Achievement



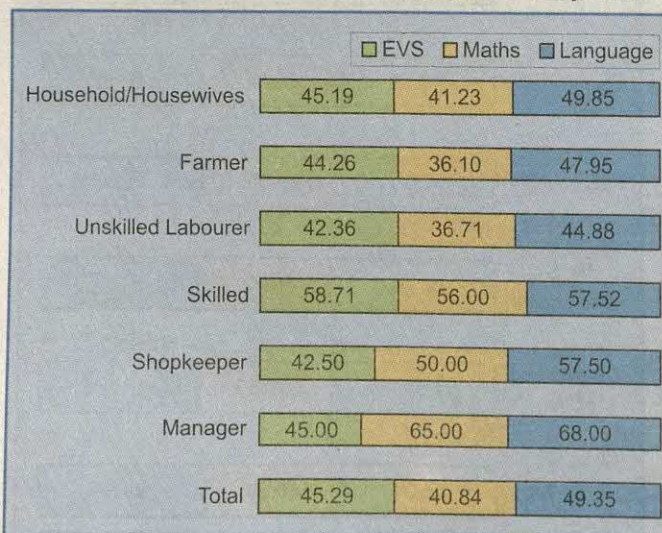
- Achievement of student in all three subjects increased evidently when mother education increased from primary to degree and above level
- Mother's education had shown a positive influence on achievement of children

Effect of Father's Occupation on Achievement

- Children of fathers who were managers performed better in all three subjects
- Occupation of fathers had positively influenced the learning achievement of children

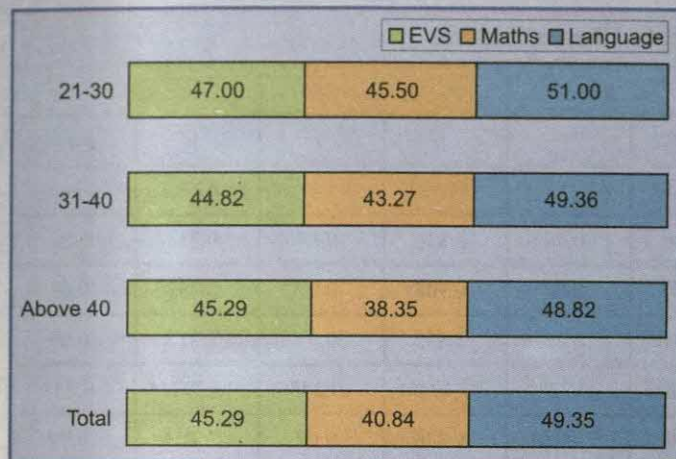


Effect of Mother's Occupation on Achievement



- Children of mothers who were managers performed better in Mathematics and Language

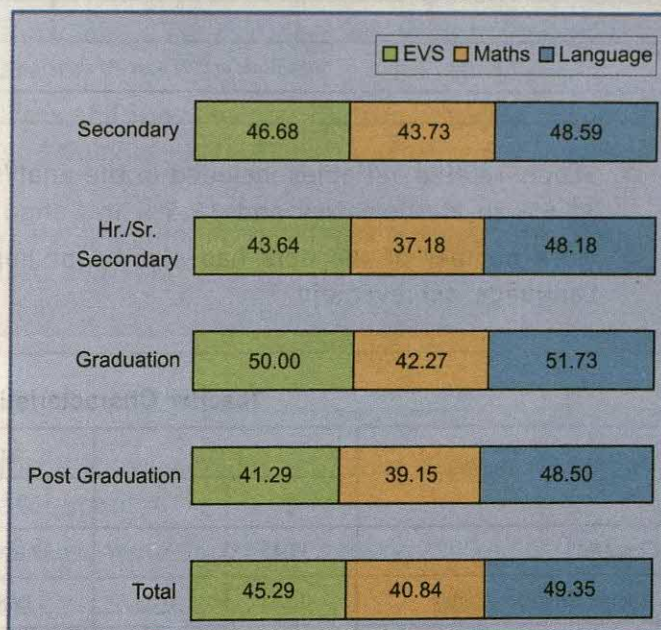
Effect of Pupil Teacher Ratio on Achievement



⇒ Children performed better when the PTR was between 21 and 30

Effect of Teacher's Educational Qualification on Achievement

⇒ Achievement in EVS and Language was better when graduate teachers taught children



Other Trends

- ⇒ Children performed better when they took private tuition in all three subjects
- ⇒ Academic help from family members showed effect on achievement in all three subjects
- ⇒ Younger children (9-10 years) scored better than older children in all three subjects
- ⇒ Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	35.440	-	34.552	-	47.82	-
Infrastructure Index	0.430	0.04	0.836	0.06	0.713	0.07
Instructional Facility Index	0.599	0.05	0.905	0.07	0.233	0.03
Auxiliary Facility Index	0.521	0.05	1.835	0.08	1.812	0.09
Human Resource Index	16.420**	0.23*	22.194**	0.24*	15.297**	0.23*
Community Participation Index	0.370	0.04	0.936	0.07	2.203	0.09
Inspection of Schools	0.203	0.02	0.998	0.06	0.373	0.04
R^2	0.187		0.316		0.155	

*Significant at 0.05 level ** significant at 0.01 level

- School related variables included in the analysis could explain 18.7% in EVS, 31.6% in Mathematics and 15.5% in Language achievement
- More number of teachers had significant impact on EVS, Mathematics and Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	39.43	-	37.595	-	47.47	-
Teacher Efficiency Index	0.323	0.03	1.068	0.08	1.143	0.08
Teacher Professionalism Index	16.168**	0.22**	9.523*	0.17*	20.326**	0.29**
R^2	0.132		0.058		0.204	

*Significant at 0.05 level ** significant at 0.01 level

- Teacher related variables could explain about 13.2% in EVS, 5.8% in Mathematics and 20.4% in Language achievement
- Teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	48.00	-	43.378	-	48.03	-
Socio-economic Index	4.242**	0.10	7.022**	0.12	4.242**	0.10
Supplementary Helping Index	6.750**	0.11	3.918**	0.07	6.750**	0.12*
Student Attendance	0.735	0.04	0.281	0.03	0.732	0.07
Distance from Home to School	-0.145	-0.02	-0.347	-0.04	-0.201	-0.03
R^2	0.075		0.077		0.075	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 7.5% in EVS, 7.7% in Mathematics and 7.5% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS, Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, simple interest, HCF/LCM and measurement
- In Language, learning difficulties were found in comprehension of story

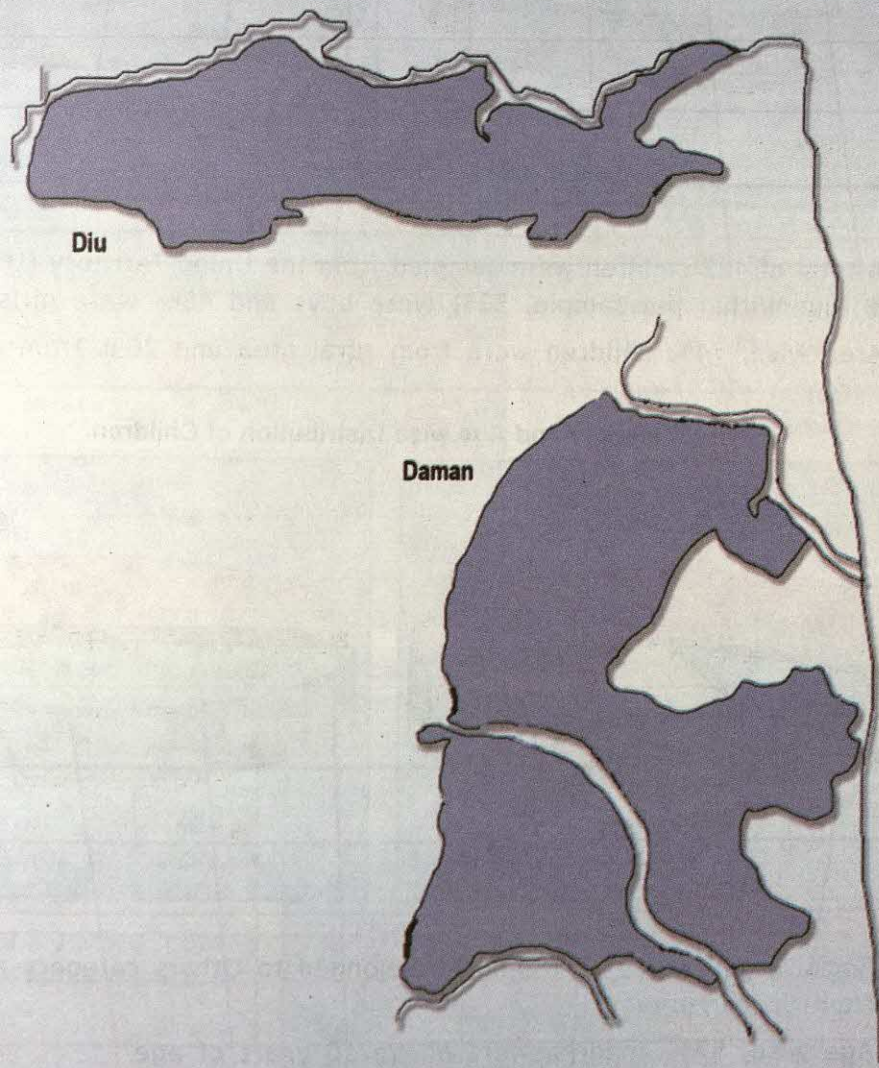
TEST CHARACTERISTICS

- About 65% items in EVS, 80% items in Mathematics and 43% items in Language were either difficult or very difficult
- Nearly 70% - 75% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.69 to 0.88

OTHER TRENDS

- About 47% children in EVS, 56% children in Mathematics and 36% in Language scored less than 40% marks
- Nearly 1% to 3% children scored more than 80% marks in all three subjects
- In descriptive questions of Language, 2% children scored 10 out of 10 and 38% children scored zero
- In Mathematics, children performed better in percentage, profit & loss and average
- In Language, children performed better in vocabulary, spelling and comprehension of timetable

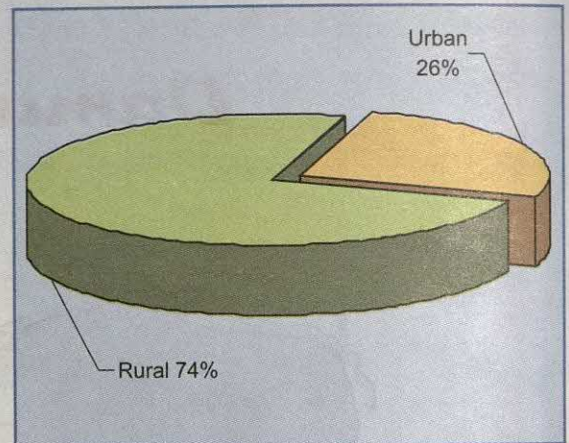
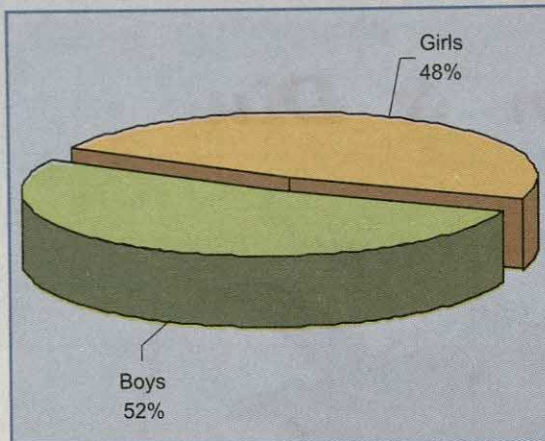
Daman & Diu



PROFILES

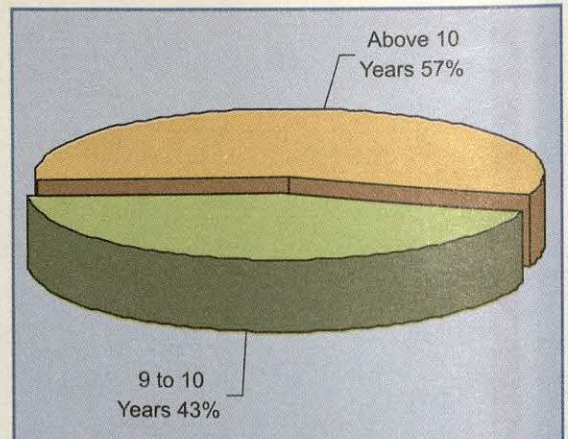
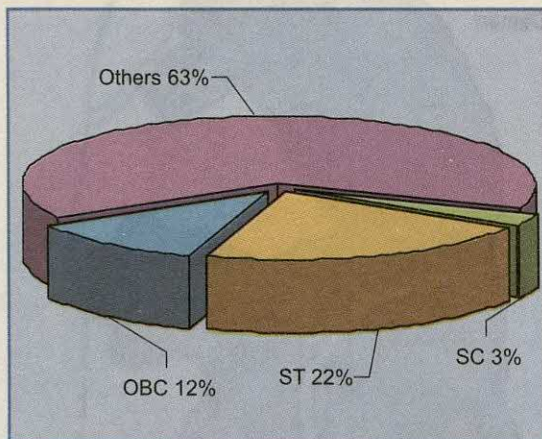
PUPIL

Gender and Area wise Distribution of Children



- A total of 402 children were sampled from the Union Territory (UT) of Daman & Diu. Within the sample, 52% were boys and 48% were girls
- Area wise, 74% children were from rural area and 26% from urban area

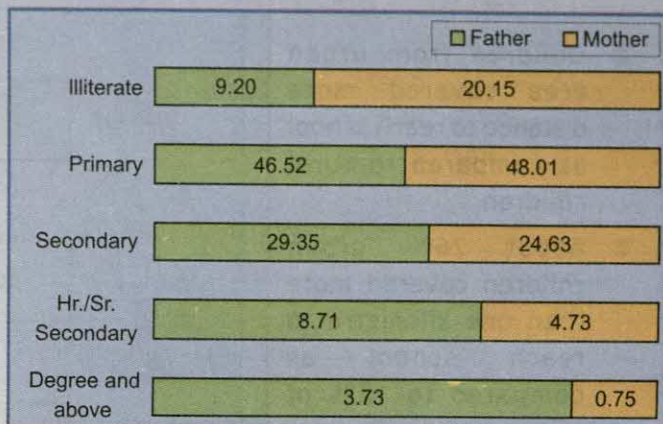
Category and Age wise Distribution of Children



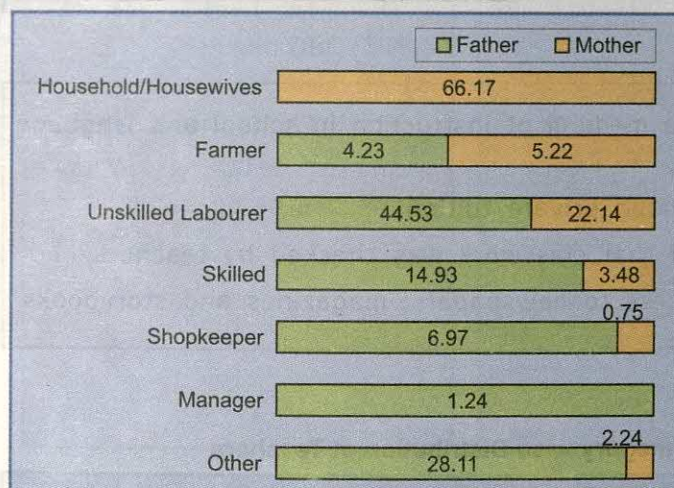
- Social group wise, 63% children belonged to Others category and only 3% from SC category
- Age wise, 57% children were above 10 years of age

Distribution of Students on the Basis of Parents' Education

- Regarding educational status, 20% mothers were illiterate as against 9% of fathers
- Only 3.7% fathers studied up to degree and above level and for mothers it was only 0.7%



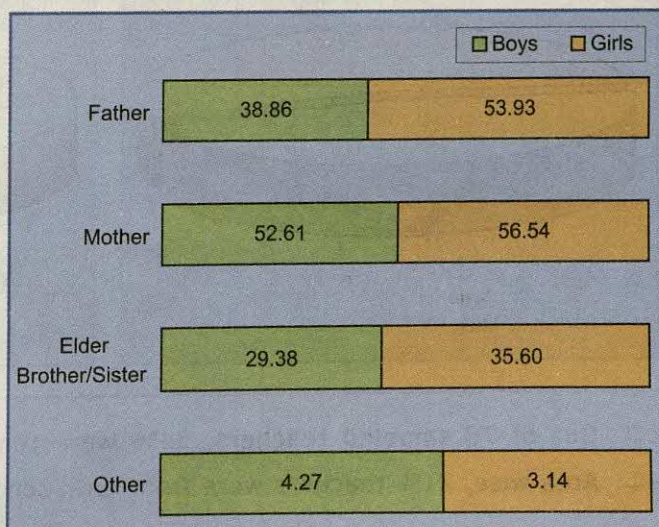
Distribution of Students on the Basis of Parents' Occupation



- Majority of fathers (44.5%) were unskilled labourers
- Majority of mothers (66%) were housewives
- Only 1.2% fathers and none of the mothers were managers

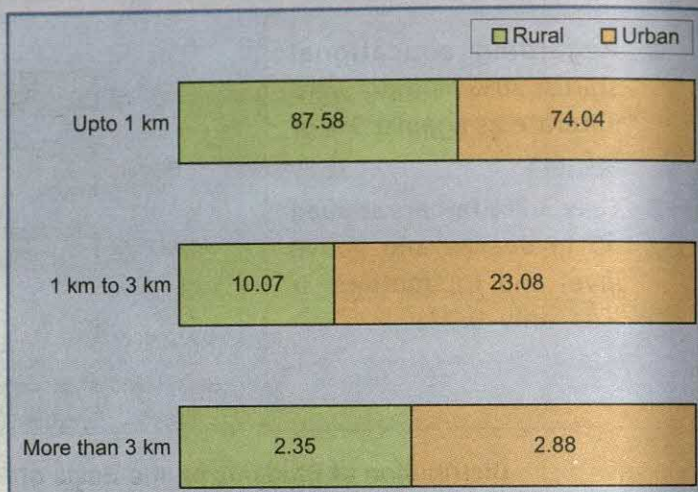
Academic Assistance Received from Family Members

- Mothers provided more academic help to their children and the trend was followed by fathers and elder peers
- Girls were getting more help from family members than boys



Distance of School from Home

- Children from urban area covered more distance to reach school as compared to rural children
- About 26% urban children covered more than one kilometre to reach school as compared to 12% of rural children

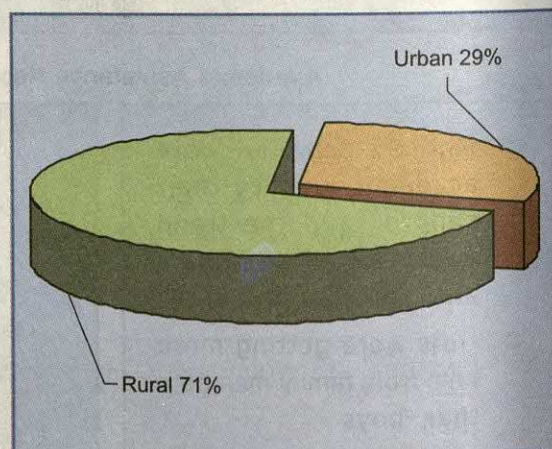
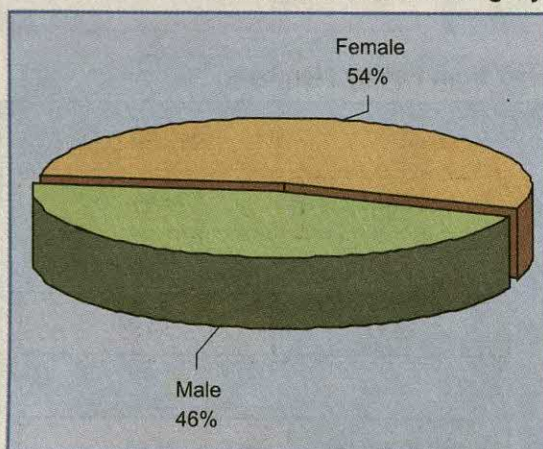


Other Trends

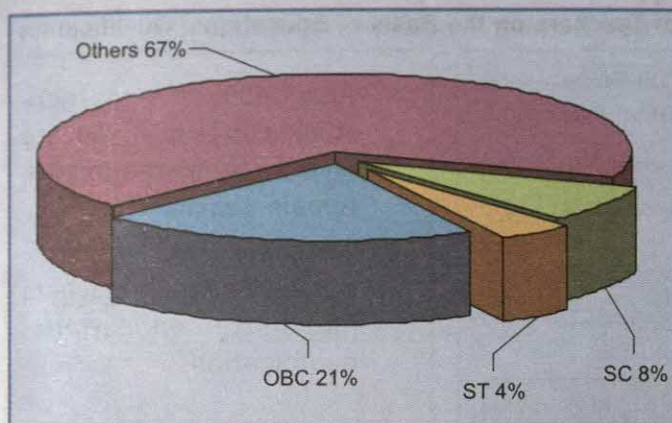
- In case of 94% children, the medium of instruction in school and language spoken at home was same
- About 37% children were taking private tuition
- Nearly 3% children revealed that classwork was checked by teachers
- About 68% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



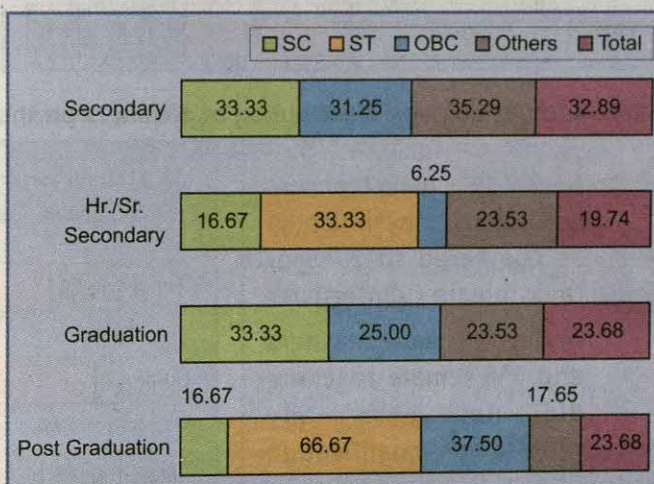
- Out of 76 sampled teachers, 54% were female and 46% were male
- Area wise, 71% teachers were from rural schools and 29% from urban schools



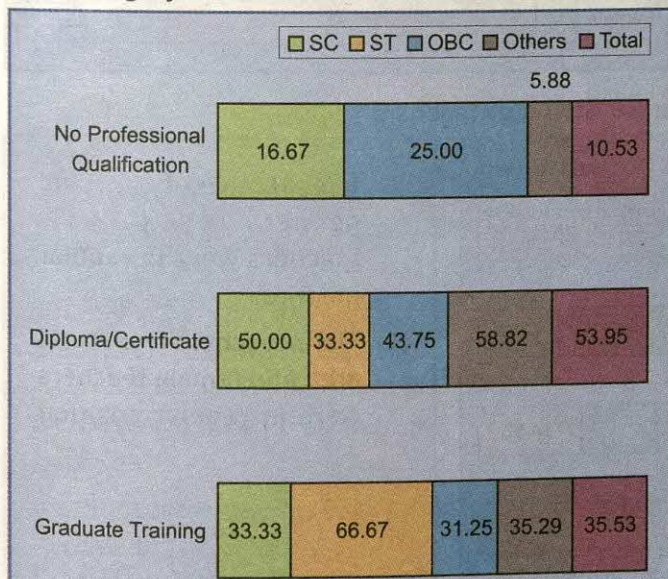
- Category wise, maximum teachers were from Others category (67%) followed by OBC (21%), SC (8%) and 4% from ST category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- Most of the teachers from ST (67%) and OBC (38%) teachers studied up to postgraduate level
- Nearly 33% teachers studied up to secondary level

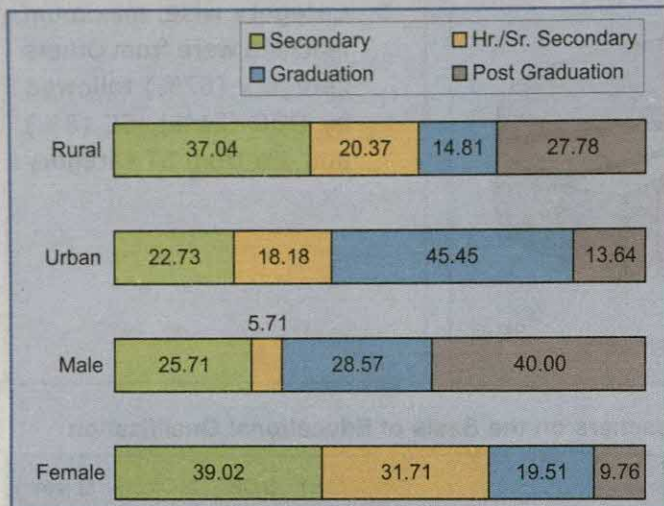


Category wise Distribution of Teachers on the Basis of Professional Qualification



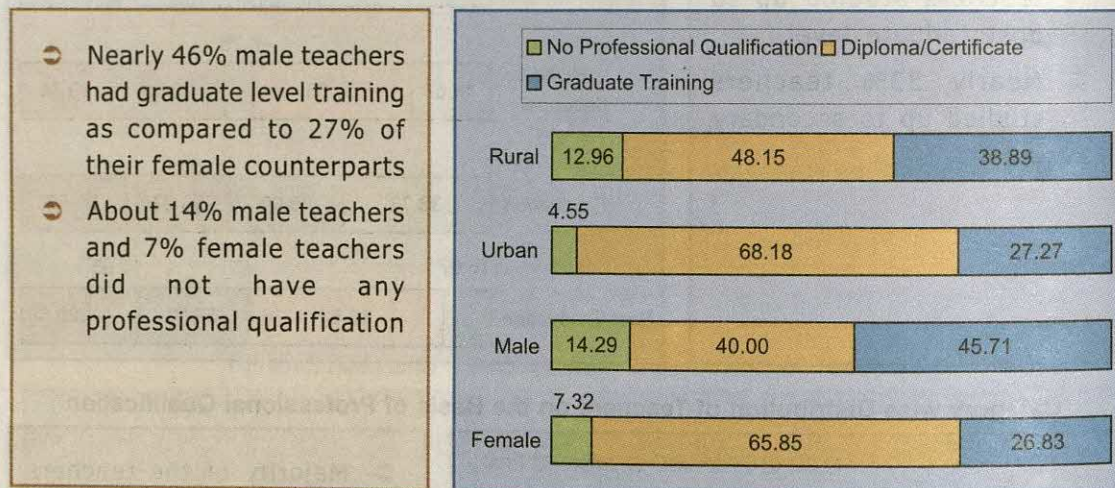
- Majority of the teachers from SC, OBC and Others category had diploma level training
- Nearly 67% teachers from ST category had graduate level training
- About 11% teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



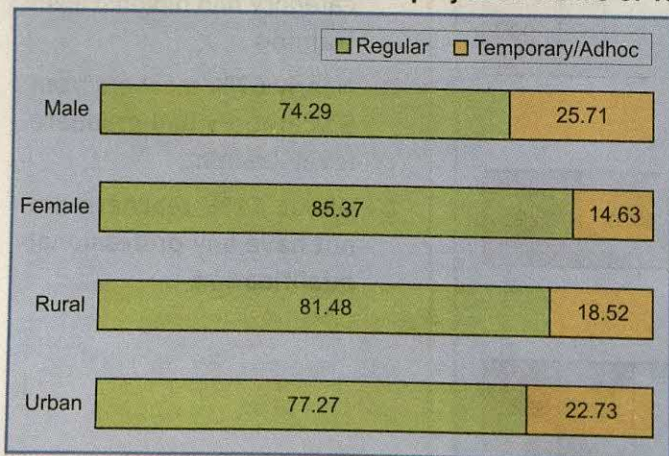
- About 40% male teachers studied up to postgraduate level as compared to 10% female teachers
- Teachers from urban schools and male teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification



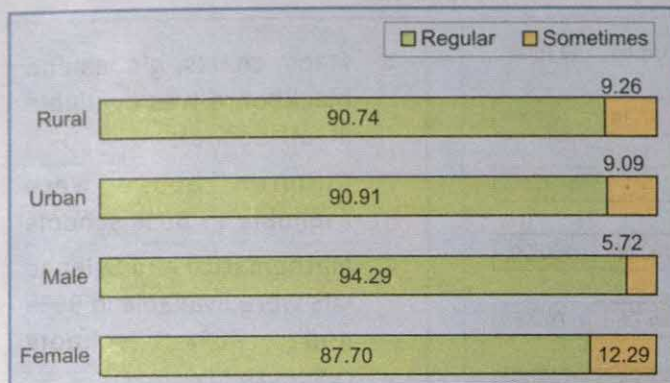
- Nearly 46% male teachers had graduate level training as compared to 27% of their female counterparts
- About 14% male teachers and 7% female teachers did not have any professional qualification

Employment Status of Teachers



- Irrespective of area and gender, 74% to 85% teachers were in regular position
- More teachers from rural area and female teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



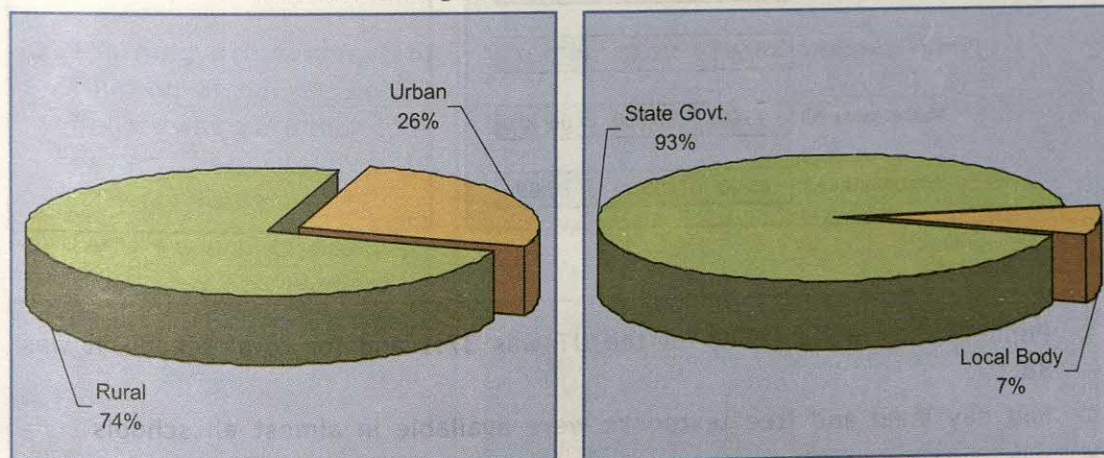
- More than 88% teachers revealed that they were giving homework to children regularly
- Area wise there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 14 years
- About 11% training programmes were conducted in Cluster Resource Centres and only 1% were conducted in Teacher Resource Centres
- Teacher's diary was being maintained by 96% teachers
- Nearly 10% to 11% teachers studied Social Science, Mathematics and Language up to graduate level

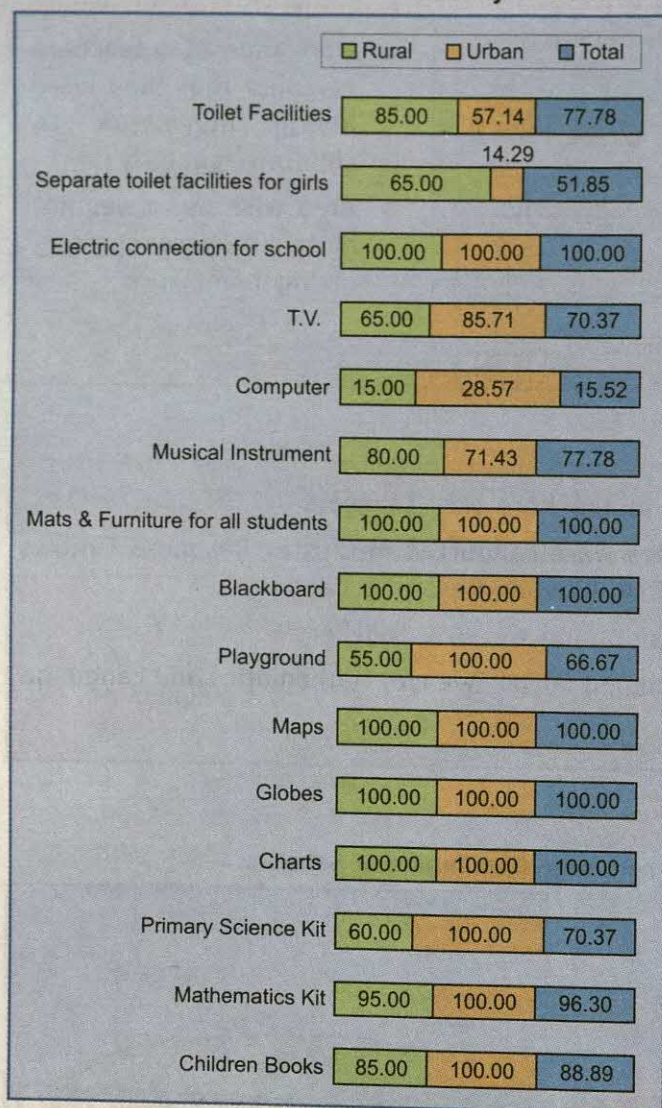
SCHOOLS

Area and Management wise Distribution of Schools



- Out of 27 sampled schools, 74% were from rural area and 26% from urban area
- Management wise, 93% schools were managed by state government and remaining 7% by local body

Availability of School Resources



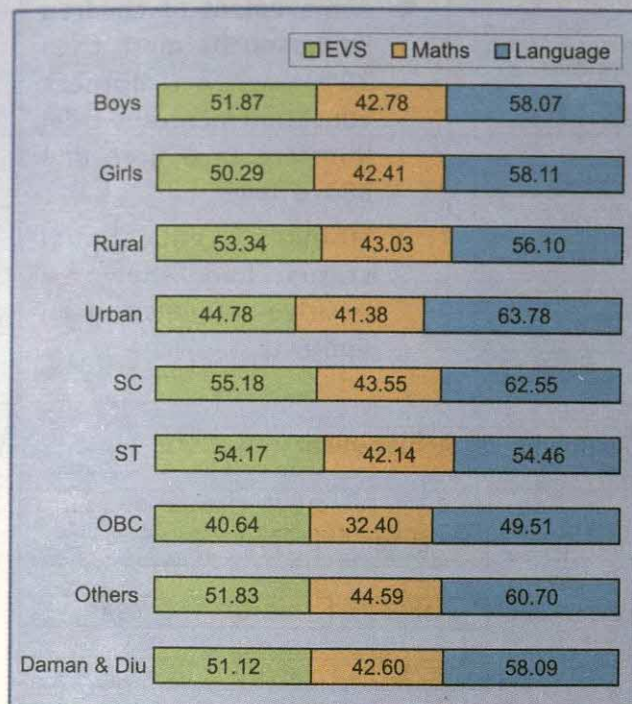
- Maps, charts, globes and blackboard was available in all schools
- Children books were available in 89% schools
- Mathematics and Science kits were available in 96% and 70% schools respectively
- Television was available in 70% schools and computers were found in 16% schools
- Separate toilet facility for girls was in 52% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio (PTR) for the UT was 37:1 and for rural schools it was 38:1
- Mid day meal and free textbooks were available in almost all schools
- Scholarship for attendance was available in 37% schools
- Average number of working days was 222 days with 8 periods a day
- Parent teacher associations were existing in 85% schools and VEC/AEC/SMC were in 93% schools

LEARNING ACHIEVEMENT

Gender, Area and Category wise Achievement in EVS, Mathematics and Language

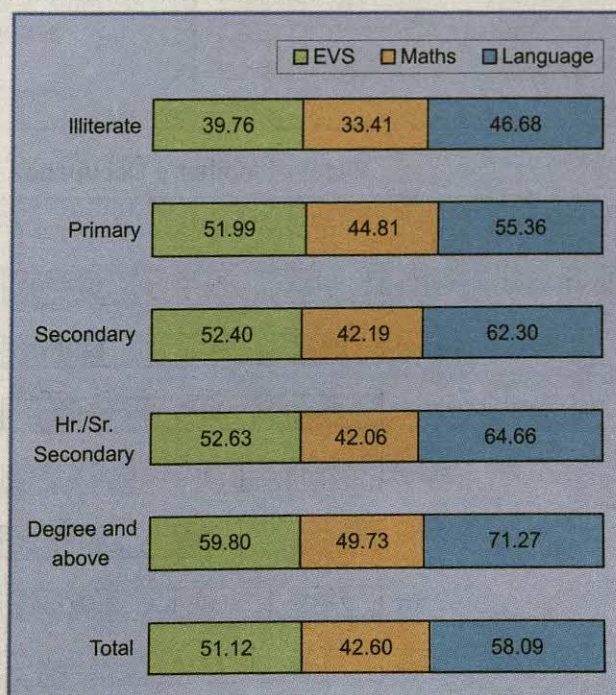


- The overall achievement of children in EVS, Mathematics and Language was 51.12%, 42.6% and 58.09% respectively
- Performance of Others category children was the highest in Mathematics and for EVS and Language it was SC children
- Area wise, rural children scored significantly better in EVS and Mathematics than urban children
- Gender wise, there was no difference in achievement between boys and girls

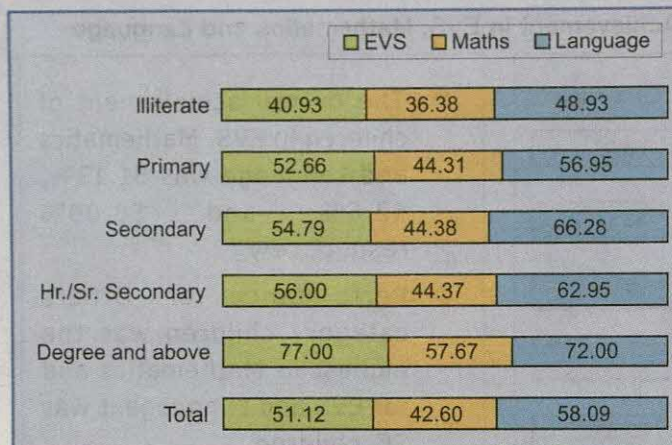
FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

- Learning achievement of children of degree holder fathers was more than 15% better than children of illiterate fathers
- Fathers education positively influenced achievement of children in EVS and Language



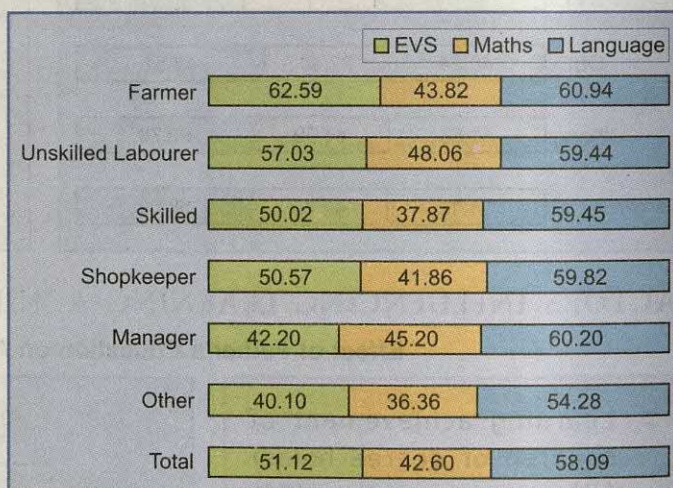
Effect of Mother's Education on Achievement



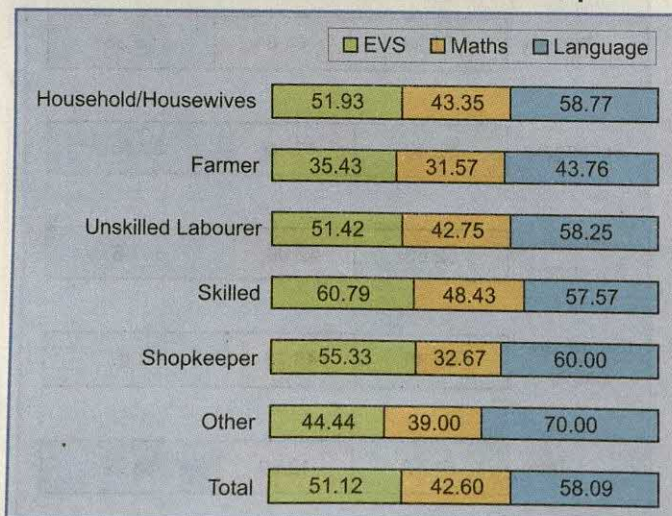
- Achievement of children increased by more than 20% when mothers education increased from illiterate to degree and above level
- Mother's educational status had shown a positive influence in all Subjects

Effect of Father's Occupation on Achievement

- Occupation of fathers did not indicate any influence on the achievement of children

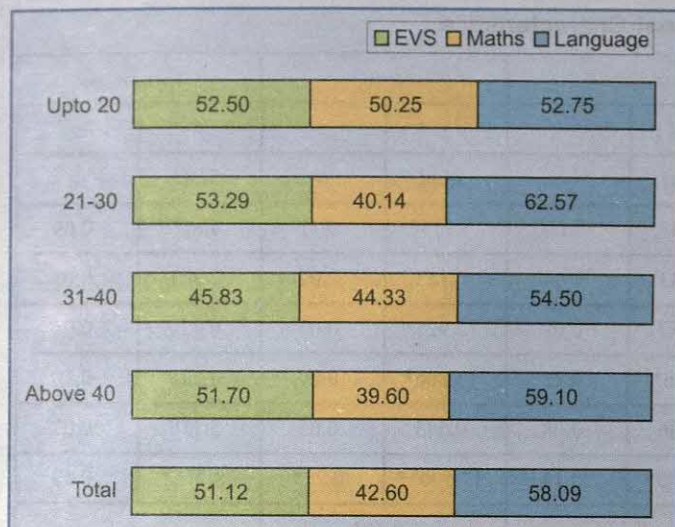


Effect of Mother's Occupation on Achievement



- Children of mothers who were skilled workers performed better in EVS and Mathematics
- Children of housewives performed quite well in all three subjects

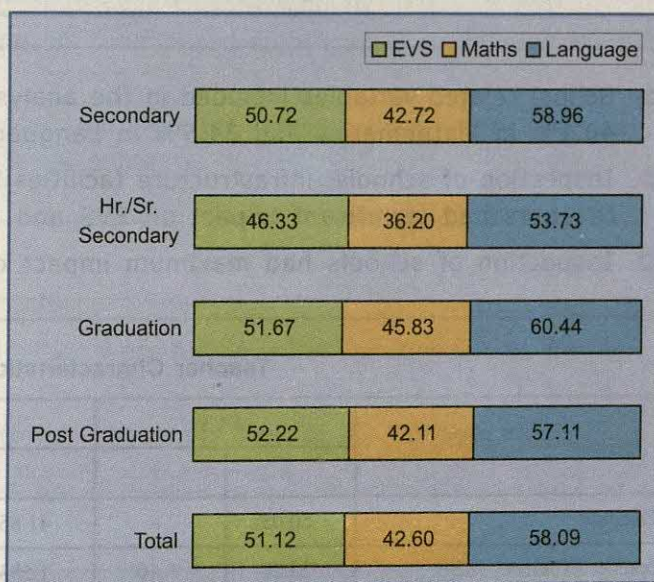
Effect of Pupil Teacher Ratio on Achievement



Children performed better in EVS and Language when the PTR was up to 30:1

Effect of Teacher's Educational Qualification on Achievement

Achievement in Mathematics and Language was better when graduate teachers taught the children



Other Trends

- Children performed better when they took private tuition in all three subjects
- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks
- Children performed better when they were taught by professionally qualified teachers

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	B	r	β	r	β	r
Constant	42.07	-	38.96	-	51.16	-
Infrastructure Index	12.297*	0.09	5.153*	0.11	4.856	0.09
Instructional Facility Index	0.443	0.04	0.123	0.02	2.821	0.08
Auxiliary Facility Index	2.272	0.08	2.921	0.07	0.429	0.03
Human Resource Index	6.766*	0.13	13.806*	0.09	4.228	0.10
Community Participation Index	4.766	0.08	0.593	0.05	3.118	0.07
Inspection of Schools	12.100*	0.14	17.500**	0.21*	8.776*	0.12
R^2	0.173		0.401		0.345	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 17.3% in EVS, 40.1% in Mathematics and 34.5% in Language
- Inspection of schools, infrastructure facilities in schools and more number of teachers had significant impact on EVS and Mathematics achievement
- Inspection of schools had maximum impact on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	B	r	β	r
Constant	50.03	-	41.85	-	57.79	-
Teacher Efficiency Index	2.022	0.10	1.583	0.09	1.215	0.08
Teacher Professionalism Index	5.255*	0.13	2.175*	0.11	1.597*	0.09
R^2	0.038		0.010		0.012	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 3.8% in EVS, 1% in Mathematics and 1.2% in Language achievement
- Teacher professionalism contributed significantly on EVS, Mathematics and Language achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	45.82	-	49.32	-	58.09	-
Socio-economic Index	0.654	0.03	3.379*	0.08	4.498**	0.10*
Supplementary Helping Index	0.933	0.04	2.416	0.07	1.378	0.08
Student Attendance	0.110	0.01	0.053	0.01	0.728	0.05
Distance from Home to School	-0.101	-0.01	-0.108	-0.02	-0.335	-0.03
R^2	0.01		0.011		0.046	
*Significant at 0.05 level **significant at 0.01 level						

- Pupil related variables could explain 1% in EVS, 1.1% in Mathematics and 4.6% in Language achievement
- Socio-economic status of children contributed significantly on Mathematics and Language achievement
- The negative association revealed that more the distance from home to school less the achievement in all three subjects

LEARNING DIFFICULTIES

- In Mathematics, learning difficulties were found in fraction & decimal, simple interest and measurement
- In Language, children performed reasonably well in all competencies

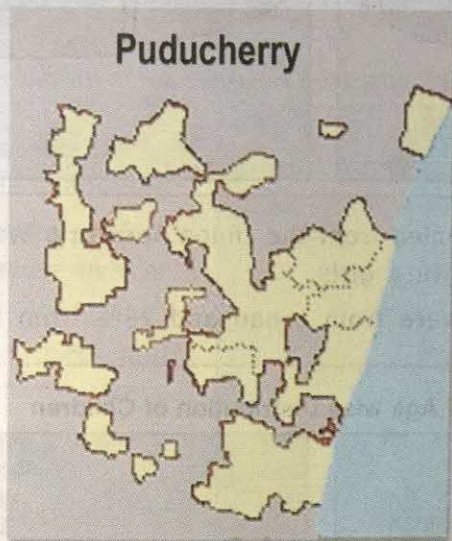
TEST CHARACTERISTICS

- About 40% items in EVS, 70% in Mathematics and 30% items in Language were difficult
- Nearly 82% - 90% items had good discriminative power in EVS and Language, but in case of Mathematics test, it was 70%
- All three tests had good reliability coefficient ranging from 0.7 to 0.88

OTHER TRENDS

- About 35% children in EVS, 54% children in Mathematics and 17% children in Language scored less than 40% marks
- About 7% children in EVS, 2% children in Mathematics and 9% children in Language scored more than 80% marks
- In descriptive questions of Language, 12% children scored 10 out of 10 and 18% children scored zero
- In Mathematics, children performed better in profit & loss and average
- In Language, children performed better in spelling and comprehension of timetable

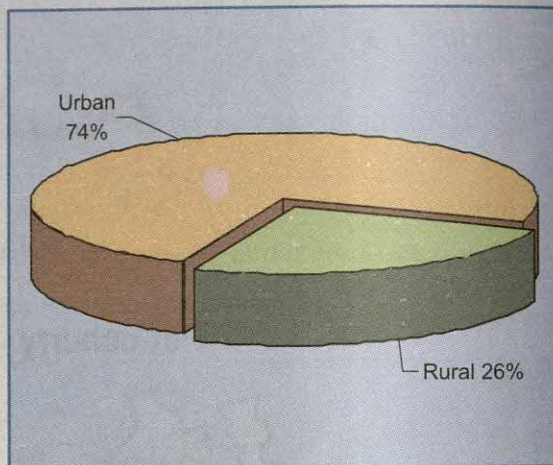
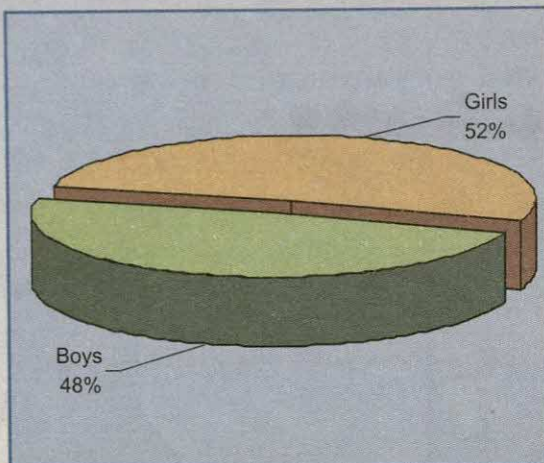
Puducherry



PROFILES

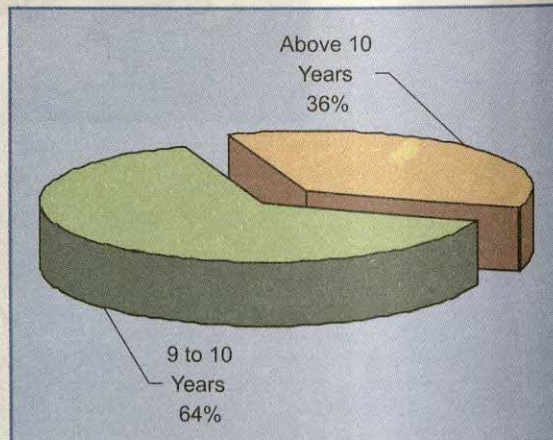
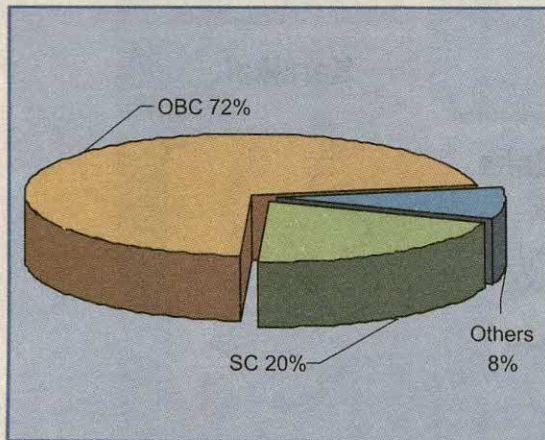
PUPIL

Gender and Area wise Distribution of Children



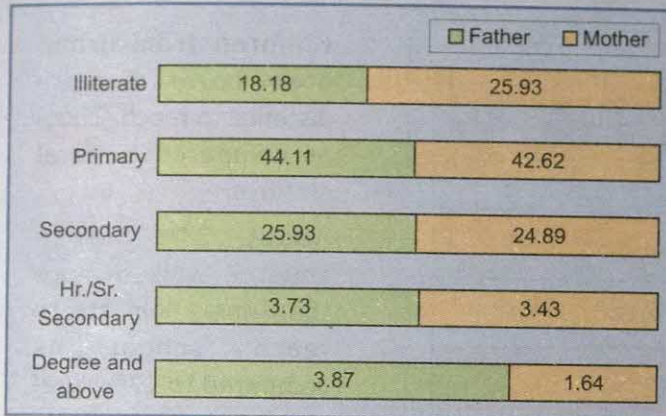
- A total of 671 children sampled from the Union Territory. Within the sample, 48% were boys and 52% were girls
- Area wise, 74% children were from urban and 26% from rural area

Category and Age wise Distribution of Children



- Social group wise, 72% children belonged to OBC and only 8% from Others category
- Age wise, 64% children were 9 to 10 years of age

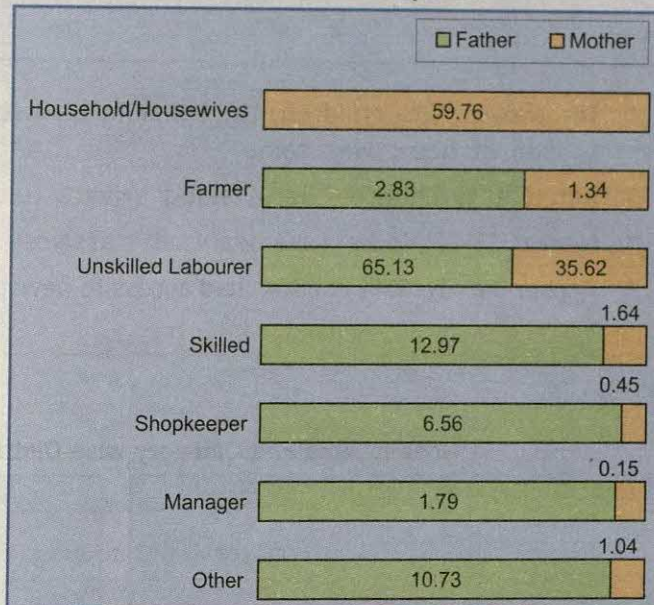
Distribution of Students on the Basis of Parents' Education



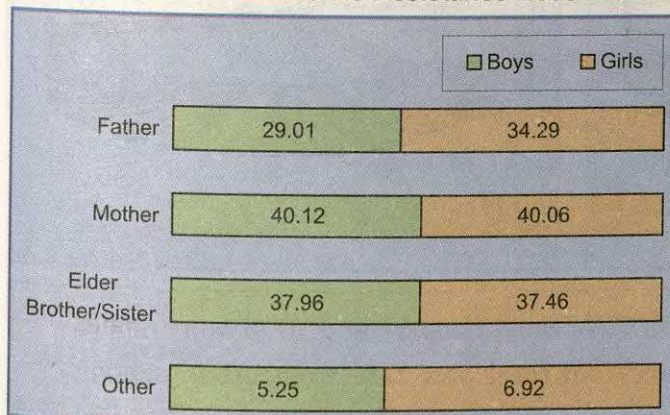
- Regarding educational status, 26% mothers were illiterate as against 18% of fathers
- Only 4% fathers studied up to degree and above level and for mothers it was only 1.6%

Distribution of Students on the Basis of Parents' Occupation

- Majority of fathers (65%) were unskilled labourer
- Majority of mothers (95%) were either housewives or unskilled labourer
- Only 1.8% fathers and 0.1% mothers were managers

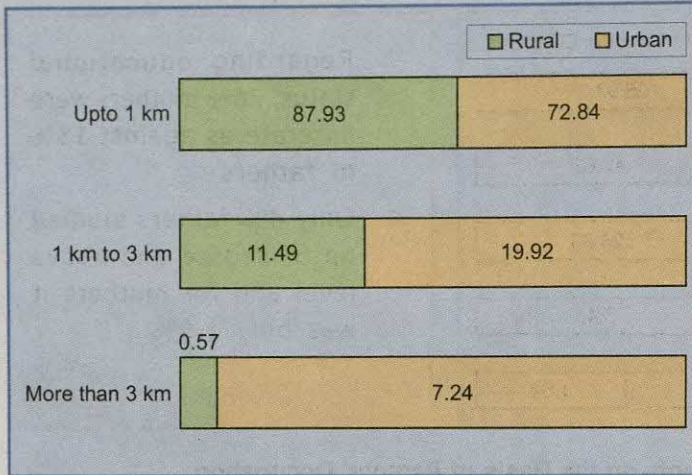


Academic Assistance Received from Family Members



- Mothers provided more academic help to their children and the trend was followed by elder peers and fathers

Distance of School from Home



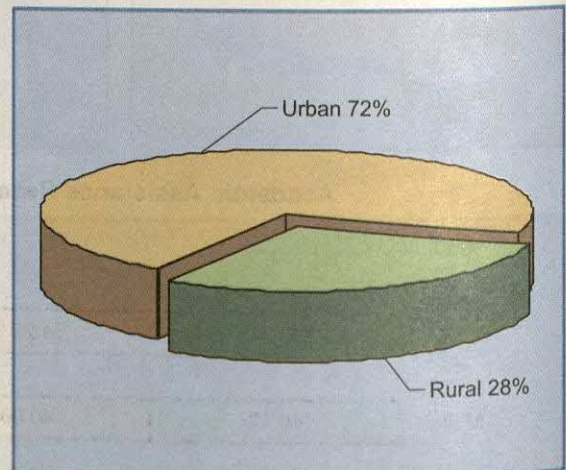
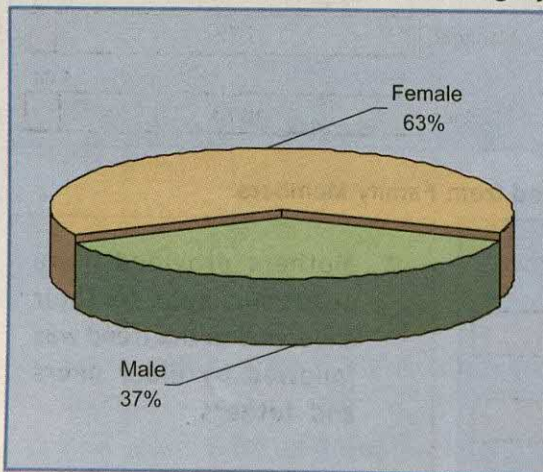
- Children from urban area covered more distance to reach school as compared to rural children
- About 27% urban children walked more than one kilometre to reach school as compared to 12% rural children

Other Trends

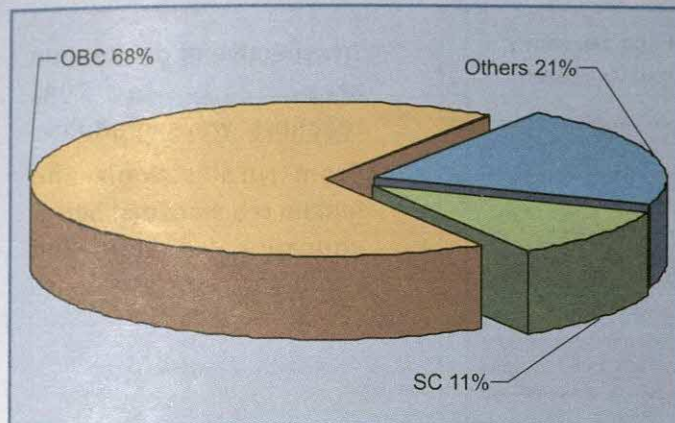
- In case of 93% children, the medium of instruction in school and language spoken at home was same
- About 43% children were taking private tuition
- Nearly 2% children revealed that classwork was checked by teachers
- Approximately, 67% children had access to newspapers, magazines and storybooks

TEACHERS

Gender, Area and Category wise Distribution of Teachers



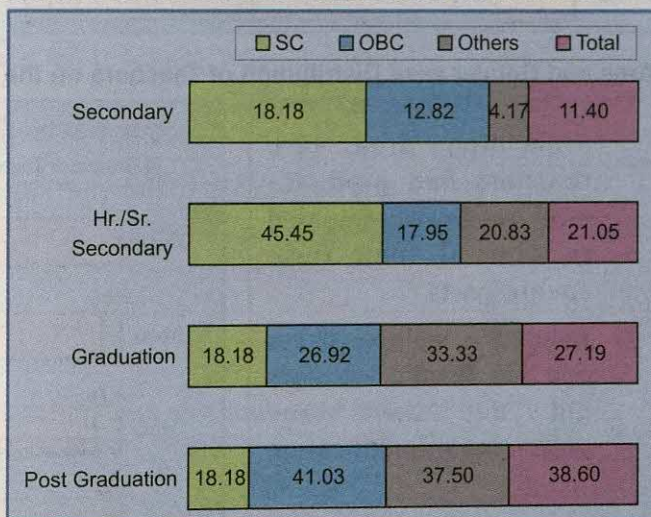
- Out of 114 sampled teachers, 63% were females and 37% were males
- Area wise, 28% teachers were from rural and 72% from urban schools



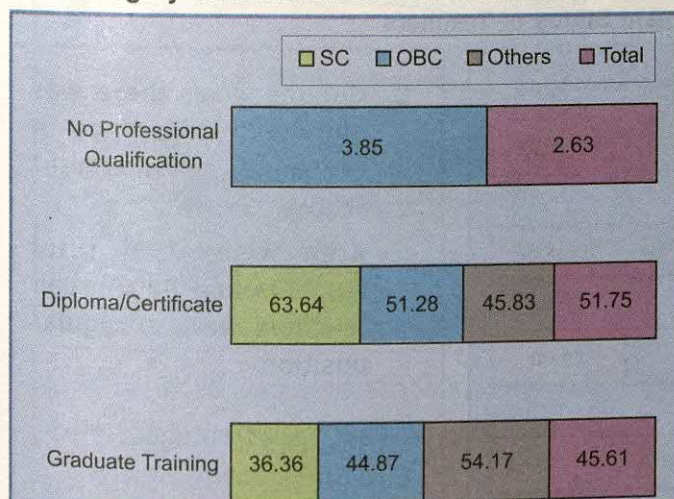
- Category wise, maximum teachers were from OBC category (68%) followed by Others (21%) and 11% from SC category

Category wise Distribution of Teachers on the Basis of Educational Qualification

- From Others and OBC category, maximum number of teachers were post graduate
- Teachers from Others category were better educated and the trend was followed by OBC and SC category

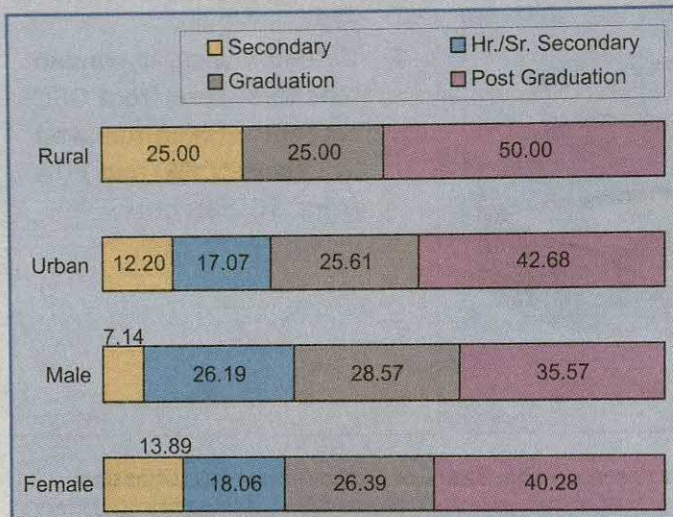


Category wise Distribution of Teachers on the Basis of Professional Qualification



- Majority of teachers from OBC and SC category had diploma level training
- Majority of teachers from Others category had graduate level training
- About 3% of teachers did not have any professional qualification

Area and Gender wise Distribution of Teachers on the Basis of Educational Qualification



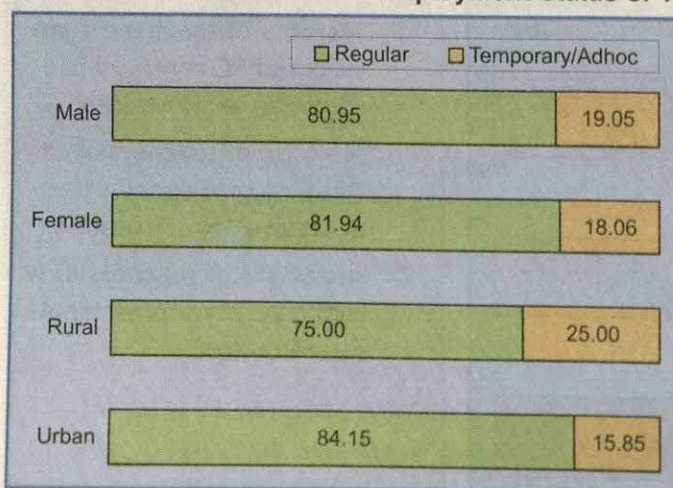
- Irrespective of gender and area, 25% to 29% teachers were graduate
- From rural schools and female teachers had better educational qualification

Area and Gender wise Distribution of Teachers on the Basis of Professional Qualification

- From urban area, 48% teachers had graduate level training as compared to 41% of their rural counterparts
- About 5% male teachers and 1% female teachers did not have any professional qualification

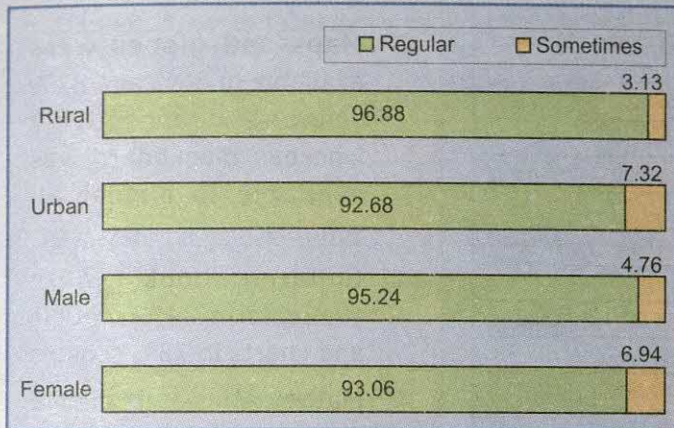


Employment Status of Teachers



- Gender wise, there was not much difference in teachers employment status
- Area wise, 75% rural teachers and 84% urban teachers were in regular position

Distribution of Teachers on the Basis of Giving Homework



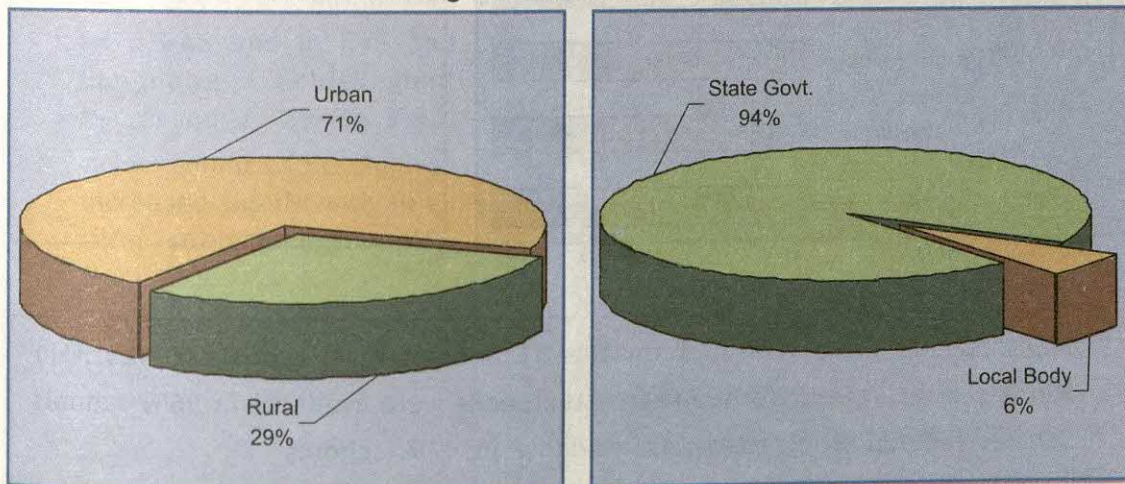
- More than 93% teachers revealed that they were giving homework to children regularly
- Gender wise, there was not much difference regarding giving homework

Other Trends

- Average teaching experience of teachers was 11 years
- Majority (61%) of training programmes were conducted in DIET and only 1% were conducted by Teacher Resource Centres
- Teachers diary was being maintained by 92% teachers
- Nearly 38% teachers studied Language up to graduate level and for Mathematics Social Science it was 21% and 18% respectively

SCHOOLS

Area and Management wise Distribution of Schools



- Out of 49 sampled schools, 29% were from rural and 71% from urban area
- Management wise, 94% schools were managed by state government and remaining 6% by local body

Availability of School Resources

	Rural	Urban	Total
Toilet facilities	57.14	65.71	63.27
Separate toilet facilities for girls	64.29	54.29	57.14
Electric connection for school	100.00	97.14	97.96
T.V.	28.57	34.29	32.65
Computer	42.86	42.86	42.86
Musical Instrument	28.57	37.14	34.69
Mats & Furniture for all students	64.29	77.14	73.47
Blackboard	100.00	100.00	100.00
Playground	57.14	54.29	55.10
Maps	71.43	91.43	85.71
Globes	50.00	94.29	81.63
Charts	64.29	82.86	77.55
Primary Science Kit	28.57	60.00	51.02
Mathematics Kit	42.86	65.71	59.18
Children Books	100.00	91.43	93.88

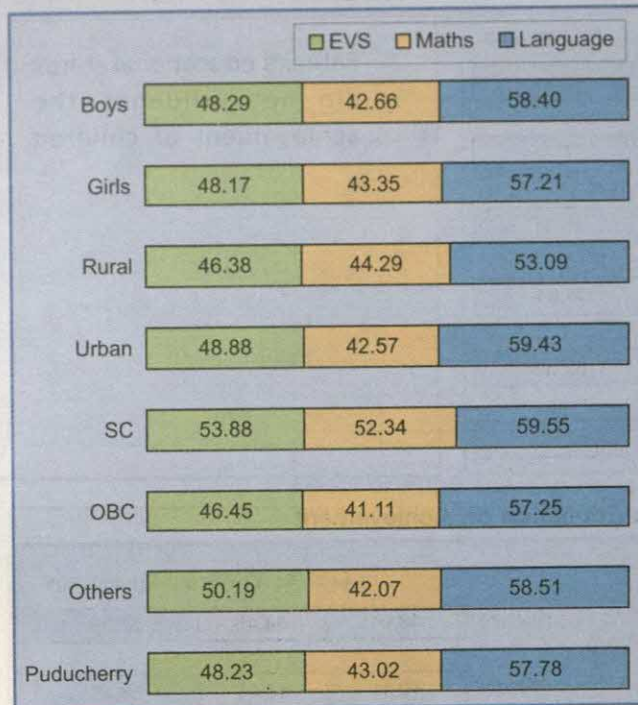
- Maps and globes were available in 86% and 82% schools respectively whereas blackboard was available in almost all schools
- Children books were available in 94% schools and charts in 78% schools
- Mathematics and Science kits were available in 59% and 51% schools respectively
- Television was available in 33% schools and computer was found in 43% schools
- Separate toilet facility for girls was in 57% schools
- Overall, urban schools were better resourced than rural schools

Other Trends

- Pupil Teacher Ratio was 33:1 for the UT and for rural schools it was 31:1
- Mid day meal, free uniform and free textbooks were available in 96% schools
- Scholarship for attendance was available in 47% schools
- Average number of working days was 205 days with 7 periods a day
- Parent teacher associations were existing in 88% of schools and VEC/AEC/SMC were in 98% schools

LEARNING ACHIEVEMENT

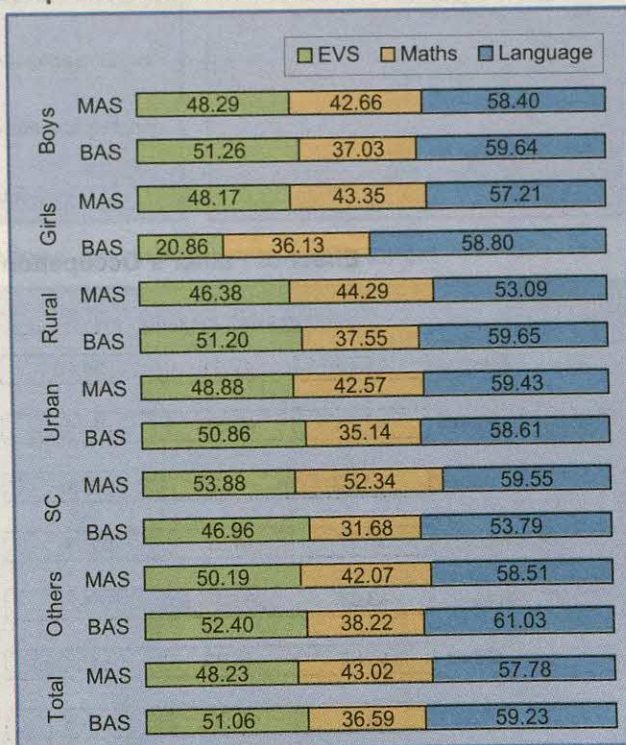
Gender, Area and Category wise Achievement in EVS, Mathematics and Language



- The overall achievement of children in EVS, Mathematics and Language was 48.23%, 43.02% and 57.78% respectively
- In all three subjects, performance of children of SC category was the highest and followed by Others and OBC children
- Area wise, urban children scored significantly better than rural children in EVS and Language
- Gender wise, there was no significant difference in achievement between boys and girls

Gender, Area and Category wise Comparison of Achievement from BAS to MAS

- Achievement in Mathematics increased by 6% during MAS from BAS and in EVS and Language achievement decreased by 2% to 3%
- Achievement of SC children increased significantly in all three subjects during MAS from BAS



FACTORS INFLUENCING LEARNING ACHIEVEMENT

Effect of Father's Education on Achievement

	EVS	Maths	Language
Illiterate	51.61	47.96	62.34
Primary	47.88	43.23	57.21
Secondary	47.44	41.13	56.61
Hr./Sr. Secondary	46.60	37.36	54.64
Degree and above	52.50	46.38	62.31
Total	48.23	43.02	57.78

- Father's educational status did not influence the achievement of children

Effect of Mother's Education on Achievement

- Mother's educational status did not influence the achievement of children

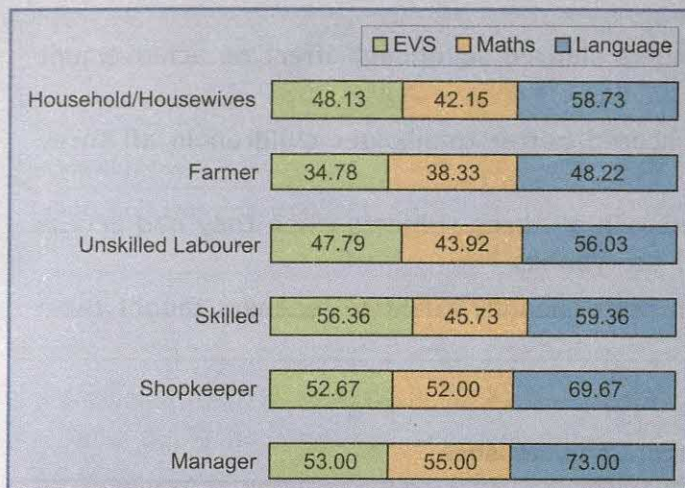
	EVS	Maths	Language
Illiterate	48.91	44.45	57.29
Primary	49.11	44.41	58.45
Secondary	46.17	40.25	57.40
Hr./Sr. Secondary	48.74	40.13	56.57
Degree and above	51.55	39.27	65.18
Total	48.23	43.02	57.78

Effect of Father's Occupation on Achievement

	EVS	Maths	Language
Farmer	45.79	47.11	54.16
Unskilled Labourer	47.74	42.57	58.35
Skilled	51.03	43.20	56.67
Shopkeeper	52.27	44.89	61.70
Manager	43.08	36.50	57.92
Other	46.82	44.39	54.26
Total	48.23	43.02	57.78

- Children of fathers who were shopkeepers scored highest in EVS and Language
- Occupation of fathers did not influence the learning achievement of children

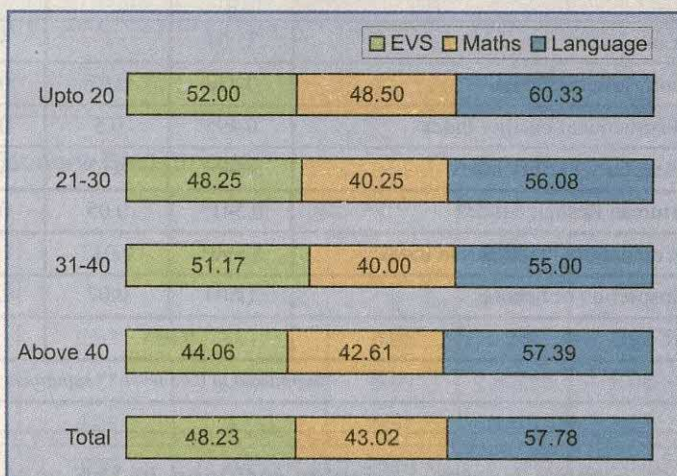
Effect of Mother's Occupation on Achievement



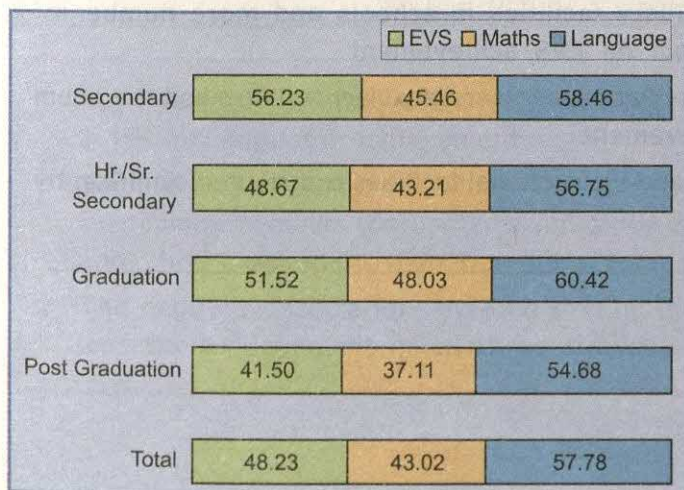
- Children of mothers who were managers performed better in all three subjects
- Occupation of mothers positively influenced the learning achievement of children

Effect of Pupil Teacher Ratio on Achievement

➤ Children performed better when the PTR was up to 20



Effect of Teacher's Educational Qualification on Achievement



- Achievement in Mathematics and Language was better when graduate teachers taught the children

Other Trends

- Academic help from family members showed significant effect on achievement in all three subjects
- Younger children (9-10 years) scored better than older children in all three subjects
- Children scored significantly better in all three subjects when they had access to newspapers, magazines and storybooks
- Children performed better when professionally qualified teachers taught them

REGRESSION ANALYSIS

School Characteristics

School related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	35.04	-	57.79	-	51.75	-
Infrastructure Index	0.830	0.07	0.209	0.02	0.413	0.04
Instructional Facility Index	0.495	0.5	0.541	0.04	1.004*	0.07
Auxiliary Facility Index	3.646*	0.12	4.154*	0.13	1.842*	0.09
Human Resource Index	0.541*	0.05	0.629	0.07	0.477	0.04
Community Participation Index	5.690*	0.017	1.522*	0.08	0.548	0.04
Inspection of Schools	1.504	0.07	4.664*	0.14	2.166*	0.10
R^2	0.088		0.087		0.059	
*Significant at 0.05 level ** significant at 0.01 level						

- School related variables included in the analysis could explain 8.8% in EVS, 8.7% in Mathematics and 5.9% in Language
- Community participation, ancillary facilities in schools and more number of teachers had significant impact on EVS achievement
- Inspection of schools, Community Participation and auxiliary facilities had maximum impact on Mathematics achievement
- Inspection of schools, auxiliary and instructional facilities contributed significantly on Language achievement

Teacher Characteristics

Teacher related Variable s	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	50.59	-	43.364	-	58.72	-
Teacher Efficiency Index	11.43**	0.17	6.463*	0.13	5.118**	0.10
Teacher Professionalism Index	4.476	0.09	7.431*	0.14	1.713	0.06
R^2	0.178		0.101		0.080	
*Significant at 0.05 level ** significant at 0.01 level						

- Teacher related variables could explain about 17.8% in EVS, 10.1% in Mathematics and 8.1% in Language achievement
- Teachers efficiency (educational and professional qualification, experience and in service training) contributed significantly on EVS and Language achievement
- Teacher efficiency and teacher professionalism contributed significantly on Mathematics achievement

Student Background

Pupil related Variables	EVS		Mathematics		Language	
	β	r	β	r	β	r
Constant	47.20	-	41.94	-	57.646	-
Socio-economic Index	2.055*	0.07	3.012*	0.08	0.202	0.02
Supplementary Helping Index	5.542**	0.11	4.815**	0.09	2.872**	0.08
Student Attendance	0.719	0.05	0.131	0.02	0.113	0.01
Distance from Home to School	-0.289	-0.03	-0.282	-0.03	-0.114	-0.01
R^2	0.038		0.027		0.014	
*Significant at 0.05 level ** significant at 0.01 level						

- Pupil related variables could explain 3.8% in EVS, 2.7% in Mathematics and 1.4% in Language achievement
- Socio-economic status of children and supplementary help in academic activities from family members contributed significantly on EVS and Mathematics achievement and only supplement help from family on Language achievement
- The negative association revealed that more the distance from home to school less the achievement in all three subjects

LEARNING DIFFICULTIES

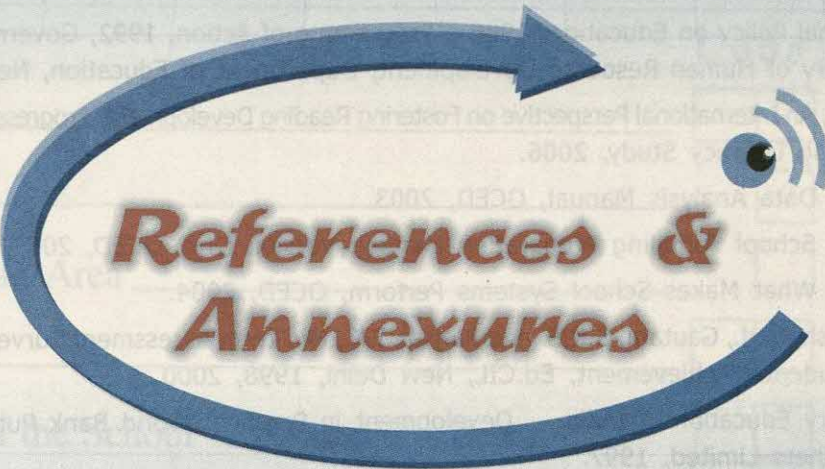
- In Mathematics, learning difficulties were found in fraction & decimal, simple interest, geometry and percentage
- In Language, learning difficulties were found in comprehension of story

TEST CHARACTERISTICS

- About 50% items in EVS, 77% items in Mathematics, 27% items in Language were either difficult or very difficult
- Nearly 73% to 83% items had good discriminative power in all three subjects
- All three tests had good reliability coefficient ranging from 0.69 to 0.88

OTHER TRENDS

- About 41% children in EVS, 56% children in Mathematics and 17% children in Language scored less than 40% marks
- About 3% to 4% children scored more than 80% marks in all three subjects
- In descriptive questions of Language, 10% children scored 10 out of 10 and 13% children scored zero
- In Mathematics, children performed better in fundamental operations and average
- In Language, children performed better in spelling and vocabulary



References & Annexures

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TEST FORM

1 1

ENVIRONMENTAL STUDIES ACHIEVEMENT TEST CLASS V

Medium

1 3

To be filled in by the Student

Name of Student _____	Stu. ID □ □
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To be filled in by the Investigator

Name	Code
State _____	□ □
District _____	□ □
Block/Urban Area _____	□ □
School _____	□ □
Location of the School 1. Rural 2. Urban	□ □
Name of the Investigator _____	□ □
Signature of the Investigator _____	

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

Department of Educational Measurement and Evaluation
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Sri Aurobindo Marg, New Delhi

2006

EVS ACHIEVEMENT TEST**Time: 75 Minutes****Maximum Marks: 40****INSTRUCTIONS FOR STUDENTS****(Top be explained by the field Investigator)**

1. The test booklet contains 40 questions.
2. Each question is of one mark.
3. All the questions are compulsory.
4. Answer the questions in the test booklet itself.
5. For every question probable answers bearing number 1,2 3 and 4 are given. Only one out of four is the correct answer. Choose the correct answer and encircle the appropriate number as explained in the example.
6. If by mistake you encircle the wrong answer and you wish to change it then put a cross over the circle already drawn and then encircle another number which you think is the correct answer.

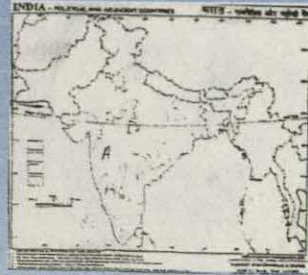
Example: The name of the capital of India is

1. Mumbai
2. Kolkata
3. Chennai
4. Delhi

Ans.: Delhi is the correct answer. Therefore a circle is drawn around alternative No.4**Directon:** In this way you answer all questions by drawing a circle around the correct number of the answer.

1. Which letter shows the state of Maharashtra in the given map?

1. A
2. B
3. C
4. D



2. In which part of India the largest plateau is located?

1. West
2. North
3. South
4. East

3. The places located at high altitude will have

1. high rainfall
2. low rainfall
3. high temperature
4. low temperature

4. Which state of India has international boundaries with Nepal and Bhutan?

1. Sikkim
2. West Bengal
3. Bihar
4. Arunachal Pradesh

5. The state which is located in Himalayan region is

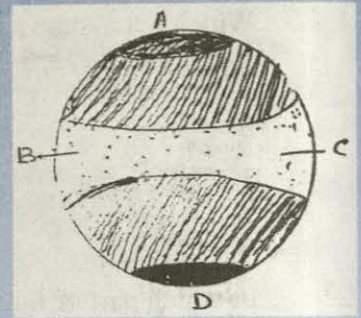
1. Andhra Pradesh
2. Madhya Pradesh
3. Jammu & Kashmir
4. Haryana

6. The correct position of a place on the globe can be found by knowing

1. distance from equator.
2. distance from the pole.
3. longitude of the place.
4. latitude and longitude.

7. Which letter shows the North pole in the given figure?

1. A
2. B
3. C
4. D



8. A legislator is elected for a period of

1. 3 years
2. 4 years
3. 5 years
4. 6 years

9. Which of the following represents the President in a State?

1. Chief Minister
2. Governor
3. Speaker
4. Chief Justice of High Court

10. The case decided by the district court can be sent for APPEAL to

1. High Court
2. Supreme Court
3. Governor
4. President

11. The first President of independent India was

1. Dr. Rajendra Prasad
2. Dr. Zakir Hussain
3. Dr. S Radhakrishnan
4. Dr. V V Giri

12. How many tier-systems are followed for governance in our country?

1. Three
2. Four
3. Five
4. Six

13. The minimum age needed to cast a vote is
1. 17 years
 2. 18 years
 3. 21 years
 4. 25 years
14. What did Gandhiji use to make our country free from the British rule?
1. Weapons
 2. Satyagraha
 3. Foreign forces
 4. Policy of division
15. Articles can be sent by post through
1. Inland letter.
 2. Money Order.
 3. Postcard.
 4. Parcel.
16. United Nations day is celebrated on
1. 5th September
 2. 14th November
 3. 24th October
 4. 25th December
17. The problems of unemployment and housing in India are mainly because of
1. Information-explosion
 2. Technological-advancement
 3. Knowledge-Development
 4. Population-explosion
18. Who was accepted as the farmer's leader by the people of India during the freedom struggle?
1. Dr. Rajendra Prasad
 2. Mahatma Gandhi
 3. Vallabh Bhai Patel
 4. Pt. Jawahar Lal Nehru

19. Which of the following ruled over a large area in India before British?
1. Marathas
 2. Rajputs
 3. Sikhs
 4. Mughals
20. Who gave the slogan 'Jai Hind'?
1. Lala Lajpat Rai
 2. Subhash Chandra Bose
 3. Gopal Krishan Gokhale
 4. Bal Ganga Dhar Tilak
21. The planet nearest to the earth is
1. Mercury
 2. Saturn
 3. Jupiter
 4. Mars
22. Lunar eclipse occurs when
1. the sun is between the moon and the earth.
 2. the moon is between the sun and the earth.
 3. the earth is between the sun and the moon.
 4. Jupiter is between the sun and the moon.
23. Which are the two largest constituents of air
1. oxygen, and carbon monoxide.
 2. nitrogen and carbon dioxide.
 3. oxygen and nitrogen.
 4. carbon dioxide and carbon monoxide.
24. Approximately $\frac{1}{5}$ th of the volume of the fresh air is
1. Hydrogen
 2. Nitrogen
 3. Carbon dioxide
 4. Oxygen

25. We feel uncomfortable during the summer season because

1. we drink more water.
2. our body perspires less.
3. we drink less water.
4. our body perspires more.

26. Which one of the following is pollution free fuel?

1. Coal
2. Bio gas
3. Petrol
4. Kerosene oil

27. Soil erosion means

1. increase in soil fertility.
2. conservation of minerals in the soil.
3. planting of more trees.
4. carrying away top soil by water.

28. What would happen if the forests are destroyed?

1. There will be less rain.
2. There will be more fresh air.
3. Soil erosion will not occur.
4. There will be floods.

29. Which one of the following is a simple machine?

1. Bicycle
2. Washing Machine
3. Forceps
4. Sewing Machine

30. Which one of the following will float on the surface of water?

1. Mercury
2. Iron ball
3. Wooden piece
4. Stone

31. The direction of moving object can be changed by
1. increasing friction.
 2. reducing friction.
 3. applying force.
 4. changing shape.
32. Which one of the following motions is only due to gravity?
1. A train going up to a hill.
 2. A train coming down a hill.
 3. A mango falling freely from a tree.
 4. A football rolling on a plain ground.
33. If there is cholera patient in your family and doctor is not available, then you should go to a
1. health worker.
 2. political worker.
 3. social worker.
 4. religious worker.
34. Some children find it difficult to see in a dim light and may have white triangular patches on the white portion of the eye. Which food stuff should be taken in plenty to cure this disease?
1. Orange, lemon and sprouted pulses.
 2. Butter, sprouted gram and ground nut.
 3. Pulses, potatoes and whole grain.
 4. Green leafy vegetables, papaya and milk.
35. Which of the following plants grown naturally in the desert?
1. Lotus
 2. Cactus
 3. Marigold
 4. Deodar

36. Which part of our body is protected by the backbone?
1. Spinal cord
 2. Lungs
 3. Intestines
 4. Heart
37. If the tail fin of a fish is tied with a rubber band, it will not be able to
1. digest food.
 2. lay eggs.
 3. breathe.
 4. swim around.
38. Project 'Tiger' was started to
1. protect forests.
 2. finish other wild animals.
 3. save domestic animals from tigers.
 4. protect tigers from extinction.
39. While cooking food in the kitchen, it is safer to wear
1. silk clothes
 2. nylon clothes
 3. terricot clothes
 4. cotton clothes
40. Which disease is spread by flies?
1. Pneumonia
 2. Diarrhoea
 3. Ricket
 4. Malaria

MATHEMATICS

ACHIEVEMENT TEST CLASS V

Medium

1 3

To be filled in by the Student

Name of Student _____

Stu. ID

--	--

To be filled in by the Investigator

Name

Code

State _____

--	--

District _____

--

Block/Urban Area _____

--

School _____

--	--

Location of the School 1. Rural 2. Urban

--

Name of the Investigator _____

--	--

Signature of the Investigator

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

Department of Educational Measurement and Evaluation
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
 Sri Aurobindo Marg, New Delhi

2006

MATHEMATICS ACHIEVEMENT TEST**Time: 75 Minutes****Maximum Marks: 40****INSTRUCTIONS FOR STUDENTS****(To be explained by the field Investigator)**

1. The test booklet contains 40 questions.
2. Each question is of one mark
3. All the questions are compulsory .
4. Answer the questions in the test booklet itself.
5. For every question probable answers bearing number 1,2 3 and 4 are given. Only one out of four is the correct answer. Choose the correct answer and encircle the appropriate number as explained in the example.
6. If by mistake you encircle the wrong answer and you wish to change it then put a cross $\otimes$ over the circle already drawn and then encircle another number which you think is the correct answer.
7. Do rough work on the right side in the test booklet.

Directions: Given below are 40 multiple choice questions. Read each question along with the alternatives carefully. To answer the question, find out the correct answer from amongst given alternatives and encircle its S. No. as has been explained in the following practice example.

Example: The product of 0.2 and 0.3 is

1. 0.5
2. 0.6
- ③. 0.06
4. 0.23

In this question, the product of 0.2 and 0.3 is 0.06 which has been given as alternative at S.No. 3. hence alternative 3 has been encircled.

1. The number name of 28 00 845 is
 1. two lakh eighty thousand eight hundred forty five
 2. twenty eight lakh eight hundred forty five
 3. two lakh eight hundred thousand forty five
 4. twenty eight thousand eight hundred forty five.
2. The place value of five in the number 6 85 300 is
 1. five
 2. fifty
 3. five thousand
 4. five lakh
3. Which set of numbers given below is in ascending (increasing) order?

1. 8 15 310	5 31 840	1 85 340
2. 1 90 099	9 10 099	9 19 919
3. 5 84 566	8 54 566	6 65 458
4. 7 16 345	7 13 654	1 76 345
4. Which one of the following is true?
 1. 99 898 comes before 99 989
 2. 54 530 lies between 54 003 and 54 500
 3. 1000 00 comes before 99 999
 4. 1000 comes after 1001
5. Which one of the following is true?
 1. $90\ 990 < 90\ 909$
 2. One crore = 1 00 00 000
 3. $99\ 999 > 1\ 00\ 000$
 4. Ten lakh = one hundred thousands
6. The Highest Common Factor (HCF) of 42 and 56 is
 1. 7
 2. 14
 3. 42
 4. 56

7. The Lowest Common Multiple (LCM) of 4, 8 and 16 is
1. 2
 2. 4
 3. 8
 4. 16
8. The sum of 23 587 and 2 612 is
1. 25 199
 2. 26 199
 3. 36 197
 4. 49 707
9. The difference between 9 39 852 and 43 234 is
1. 5 07 512
 2. 8 96 618
 3. 8 96 628
 4. 9 83 086
10. The product of 353 and 316 is
1. 669
 2. 1 00 548
 3. 1 11 548
 4. 3 53 316
11. The remainder of $4316 \div 17$ is
1. 15
 2. 17
 3. 253
 4. 4 316
12. How many plants are there in a garden, which has 16 rows, and each row has 50 plants?
1. 80
 2. 800
 3. 1 650
 4. 5 016

13. The cost of one dozen pens is Rs. 24. What is the cost of five pens?
1. Rs. 10
 2. Rs. 24
 3. Rs. 36
 4. Rs. 120
14. The number of students in classes I to V in a school are 32, 35, 31, 32 and 30 respectively. The average strength of a class in the school is
1. 30
 2. 31
 3. 32
 4. 35
15. The rainfall in a town in five consecutive months was recorded as 2 cm, 5 cm, 11 cm, 8 cm and 4 cm respectively. The average rainfall in the town was
1. 2 cm
 2. 5 cm
 3. 6 cm
 4. 11 cm
16. Ten goats were purchased at the rate of Rs. 1500 per goat and all these goats were sold for Rs. 16 000. the net profit or loss was
1. loss Rs. 1500
 2. profit Rs. 1500
 3. loss Rs. 1000
 4. profit Rs. 1000
17. In a right angled triangle the number of acute angles are
1. one
 2. two
 3. three
 4. none

18. What is the interest on Rs. 500 for two years at the rate of 5% per annum?
1. Rs. 10
 2. Rs. 25
 3. Rs. 50
 4. Rs. 150
19. A farmer produced 35.50 quintals, 13.275 quintals and 42.60 quintals of food grains in his three fields. How many quintals of food grains did he produce?
1. 91.0375
 2. 91.375
 3. 209.860
 4. 913.75
20. Five jugs full of water are required to fill up a bucket. If a tank needs 15 bucket full of water to fill it up, total jugs of water required to fill up the tank.
1. 15
 2. 20
 3. 50
 4. 75
21. the area of a rectangular floor with sides 12 m and 8 m is?
1. 20 sq m
 2. 40 sq m
 3. 96 sq m
 4. 128 sq m
22. A train leaves Ramnagar at 3.00 p.m. and reaches Karimnagar at 9.00 a.m. next day. The time taken by the train in the journey is
1. 6 hrs.
 2. 9 hrs.
 3. 12 hrs.
 4. 18 hrs.

23. Which set of the following fractions is in descending (decreasing) order?

1. $\frac{1}{2}, \frac{3}{4}, \frac{2}{5}$

2. $\frac{3}{4}, \frac{2}{5}, \frac{1}{2}$

3. $\frac{3}{4}, \frac{1}{2}, \frac{2}{5}$

4. $\frac{1}{2}, \frac{2}{5}, \frac{3}{4}$

24. Which one of the following represents $\frac{85}{25}$ in its lowest term?

1. $\frac{17}{5}$

2. $\frac{19}{5}$

3. $\frac{22}{5}$

4. $\frac{36}{5}$

25. The value of $1\frac{1}{3} + \frac{3}{4} - \frac{5}{6}$ is

1. $1\frac{1}{4}$

2. $1\frac{1}{2}$

3. $1\frac{5}{7}$

4. $2\frac{1}{4}$

26. Ram spends $\frac{1}{2}$ of his salary in paying fee, $\frac{1}{5}$ of it in paying house rent and $\frac{3}{10}$ of it in purchasing grocery. In which item does he spend the least?
1. Paying house rent
 2. Paying fees
 3. Purchasing grocery
 4. Equal in all the three
27. The value of $1\frac{3}{5} \div 1\frac{5}{7}$ is
1. $\frac{21}{25}$
 2. $\frac{10}{7}$
 3. $\frac{96}{36}$
 4. $\frac{14}{15}$
28. What is the difference between 500.2 and 499.101?
1. 1.099
 2. 1.101
 3. 1.109
 4. 1.99
29. Which one of the following is correct?
1. 0.05 l = 5 ml
 2. 35 cm = 3500 mm
 3. 56.7 kg = 5670 g
 4. 0.036 km = 36 m

30. How much money does Mohan get by selling 24.63 kg of old newspapers at the rate of Rs. 3 per kg?
1. Rs. 72.89
 2. Rs. 73.89
 3. Rs. 728.90
 4. Rs. 738.90
31. How many strips of length 30 cm each can be cut out of 6 m long strip?
1. 6
 2. 14
 3. 18
 4. 20
32. Which one of the following is correct?
1. $20\% = 0.22$
 2. $\frac{1}{5} = 0.02$
 3. $0.3 = \frac{1}{3}$
 4. $25\% = \frac{1}{4}$
33. 16% of 312 is
1. 19.50
 2. 49.92
 3. 195
 4. 296
34. A man saves Rs. 125 from his salary of Rs. 2500 per month, what percent of his salary does he save every month?
1. 5
 2. 6
 3. 10
 4. 20

35. The value of the expression $12 - 8 \div 4 + 3 \times 2$ is

1. 8
2. 10
3. 16
4. 26

36. The difference between 3 and $\frac{1}{6}$ is

1. $\frac{1}{2}$
2. $\frac{1}{3}$
3. $\frac{17}{6}$
4. $\frac{19}{6}$

37. 12 605 rounded to the nearest thousand gives

1. 12 000
2. 12 600
3. 12 610
4. 13 000

38. Scalene triangle has

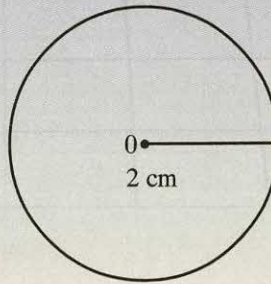
1. two sides equal
2. all sides equal
3. all sides different
4. two angles equal

39. The area of a square with side 6 cm is

1. 6 sq cm
2. 12 sq cm
3. 24 sq cm
4. 36 sq cm

40. The diameter of the circle given below is

1. 2 cm
2. 4 cm
3. 5 cm
4. 6 cm



LANGUAGE ACHIEVEMENT TEST CLASS V

Medium

1

3

To be filled in by the Student

Name of Student _____	Stu. ID
-----------------------	--

To be filled in by the Investigator

Name	Code
State _____	
District _____	
Block/Urban Area _____	
School _____	
Location of the School 1. Rural 2. Urban	
Name of the Investigator _____	
Signature of the Investigator	

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

Department of Educational Measurement and Evaluation
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
 Sri Aurobindo Marg, New Delhi
 2006

LANGUAGE ACHIEVEMENT TEST**Time: 90 Minutes****Maximum Marks: 50****INSTRUCTIONS FOR STUDENTS****(Top be explained by the field Investigator)**

1. This test booklet contains two parts.
2. First part of the test contains 40 questions of objective type, each question is of one mark.
3. Second part of the test contains only two questions of Five marks each.
4. All the questions are compulsory.
5. **Answer the questions in the test booklet itself.**

Part - I

6. Read the questions thoroughly. Answer the questions by encircling the number of the correct answer.
7. If by mistake you encircle the wrong answer and you wish to change it then put a cross $\otimes$ over the circle already drawn and then encircle another number which you think is the correct answer.

Direction: The following sentences have choice of two words each for filling in the blank. One word is correct and to be filled in the blank. Select the correct number against it and encircle it.

Example:

1. The _____ shines in the sky at night. 1. sun ② moon
2. We need to _____ after illness. ① rest 2. work

Q.No.:1-13 Now, to fill the blanks in the following questions, encircle the correct word.

- | | | |
|--|---------------|---------------|
| 1. A car has four _____. | 1. wheels | 2. wheel |
| 2. My little brother has just one _____. | 1. teeth | 2. tooth |
| 3. The _____ has finished her work. | 1. boy | 2. girl |
| 4. The questions are not difficult.
They are quite _____. | 1. easy | 2. common |
| 5. No one informed me that you would be absent.
'informed' means | 1. asked | 2. told Here |
| 6. She is a _____ girl. | 1. beautifull | 2. beautiful |
| 7. The child was _____ on a mat. | 1. sitting | 2. siting |
| 8. I like to watch cricket on _____. | 1. telivision | 2. television |
| 9. My brother hasn't _____ money. | 1. many | 2. any |
| 10. Wood _____ on water. | 1. floats | 2. swims |
| 11. Rahul and Amit always wash _____ hands
before eating. | 1. their | 2. our |
| 12. Horses _____ very fast. | 1. runs | 2. run |
| 13. He is interested _____ music. | 1. at | 2. in |

Direction: The following sentences are divided into 4 parts. One part in each sentence is wrong. Find it and then encircle its number.

Example: Many people / has / no food / to eat.

1 (2) 3 4

14-18. Now find out the mistake in the following sentences.

- | | | | | |
|---|---|---|---|---|
| 14. That ship / carry goods / to Africa / every month. | 1 | 2 | 3 | 4 |
| 15. The songs / of this / film / is very nice. | 1 | 2 | 3 | 4 |
| 16. He loving / to read / stories and / watch T.V. | 1 | 2 | 3 | 4 |
| 17. She is sitting / with her friend / at the / garden. | 1 | 2 | 3 | 4 |

18. Yesterday, / I am / late / for office.

1 2 3 4

19-20. Direction: In the following questions find out the correct meaning of the underlined words and make a circle on its number.

19. Children, please, first **put down** your name on the answer sheet, please.

1. tell
2. write
3. explain
4. say

20. You have **to learn** this poem **by heart**.

1. Memorize
2. Study
3. Practice
4. Write

21-25. Directions: Where do you find the following signs? Select the correct answer and encircle its number.

21. No smoking.

- | | |
|---------|---------|
| 1. Road | 2. Home |
| 3. Tree | 4. Bus |

22. Don't walk on the grass.

- | | |
|-------------|-----------|
| 1. Hospital | 2. Garden |
| 3. Home | 4. Hill |

23. Beware of the dog.

1. Home
2. Temple
3. Ticket window
4. Road

24. Don't spit.
1. Home
 2. Hospital
 3. Shop
 4. Garden
25. Beware of pick-pockets.
1. School
 2. Shop
 3. Ticket window
 4. Power house

26-30. This is Rohit's school time table. Use it to answer the questions given below it.

Periods Days	1	2	3	4	5	6	7
Monday	English	Hindi	Hindi	Science	Art	Maths	SUPW
Tuesday	Hindi	English	Social Studies	Art	Maths	Science	Physical Education
Wednesday	Social Studies	English	Hindi	Physical Education	Science	Maths	Library
Thursday	Science	Maths	Hindi	SUPW	English	Social Studies	Physical Education
Friday	Social Studies	Maths	Science	English	Art	Hindi	Physical Education

26. What does Rohit learn in the sixth period on Wednesday?
1. Maths
 2. Science
 3. Social Studies
 4. Hindi
27. On which day does Rohit go to Library?
1. Monday
 2. Tuesday
 3. Wednesday
 4. Thursday

28. Which subject does Rohit study for two periods together?

1. English
2. Science
3. Maths
4. Hindi

29. Which subject does Rohit have most often in a week?

1. Hindi
2. English
3. Maths
4. Social Studies

30. How many art classes does Rohit have in a week?

1. Two
2. Three
3. Four
4. Five

31-35. Direction: Read the following passage carefully and answer the questions given below it. Encircle the number of the correct answer.

Passage

Millions of people in the world are blind. Formerly people thought that blind people could not do anything. But now a days many blind schools have been opened. All these facilities are available to the blind for studying. Now many blind students are earning their livelihood after finishing their studies. Many blind people have become scholars in the world. Apart from this, the doctors are trying to prevent blindness among children by providing appropriate medical care and prescribing nutritious diet.

Today, many people donate their eyes. After their death, their eyes are transplanted in the blind people's eyes. Thus many blind persons are able to see.

31. Why do many people donate their eyes?
1. Their eyes are weak.
 2. Blind people can become scholars.
 3. Their eyes will enable a blind to see.
 4. They want to become famous.
32. The blindness **NOT** needed can be removed through
1. nutritious diet.
 2. eye transplant.
 3. higher education.
 4. some training.
33. The blind can become scholars by
1. taking nutritious diet.
 2. getting back their eyesight.
 3. eye transplant.
 4. studying hard.
34. What can a doctor do to prevent blindness?
1. Provide medical care.
 2. Train blind people.
 3. Provide nutritious diet.
 4. Turn the blinds into scholars.
35. What did people think about blinds in the past?
1. There is no cure for blindness.
 2. Blind can get training.
 3. Blind cannot do anything.
 4. Blind can donate their eyes.

36-40. Direction: Read the following passage and answer the questions given below it. Encircle the number of the correct answer.

Passage

Mohan was an orphan. He lived under a big tree beside a river. He played in the shadow and ate the fruit of the tree. When Mohan grew up, he cut some thick branches of the tree and made a boat for himself. He took the people across the river in his boat. Thus, he earned a lot of money. Now he thought of making a house for himself. He again cut some more branches and made a house. Mohan lived happily in his house, but the tree started dying. There was nobody to take care of it. One night there was a heavy storm. In that storm Mohan's house and the boat both got broken and flew away with the wind. Mohan again started living under the same tree. But the tree had neither the shadow nor the fruit. Now Mohan realized if he had looked after the tree he would have both the shadow and the wood. And with that he could start his life again.

36. What is this story about?
1. A tree
 2. A boat
 3. A boy
 4. A storm
37. What did Mohan do to earn his living?
1. Made a house.
 2. Made a boat.
 3. Looked after the tree.
 4. Ate the fruit of the tree.
38. What did the tree give to Mohan for living comfortably?
1. Shadow.
 2. Cool air.
 3. The bank.
 4. Wood.

39. What mistake did Mohan make?
1. Cut the branches of the tree.
 2. Made a house for himself.
 3. Didn't look after the tree.
 4. Didn't care for his boat.
40. What do you learn from this story?
1. We should take care of trees.
 2. We should not make a wooden house.
 3. We should not cut the branches of a tree.
 4. We should not make a boat.

Part – II

41. Write five sentences on any one of the following topics **5 marks**

1. Visit to a Fair
2. My first day in the school
3. My Teacher
4. My Village or Town
5. My Favorite Game

TOPIC: _____

42. Choose any five words and make five sentences using them.

5 marks

1. Dangerous
2. Comfortable
3. Limit
4. Environment
5. Education
6. Prize
7. Pride
8. Honour
9. Patriotism
10. Discipline

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**MID TERM ACHIEVEMENT SURVEY
CLASS V**

SCHOOL QUESTIONNAIRE (SQ)

To be filled in by the Field Investigator

State Code

District Code

School Code

TO BE FILLED BY THE HEAD MASTER/ PRINCIPAL OF THE SCHOOL

If for some reason, information sought is absolutely not available, use the non-response code '9' or '09' to fill up the boxes.

1. School managed by
(Write 1. State Government, 2. Zila Parisad,
3. Localbody/Municipal Committee/Urban Local Body)
2. Location (1.Rural, 2. Urban)
3. Is preschool attached to your school? (1. Yes 2. No)
4. Indicate classes for which your school is providing education. to
5. Whether the school has been inspected this year (2005-06) (1. Yes 2. No)
6. Teachers teaching Primary classes on roll as on the day of Survey:

On Roll (Including Head Teacher)			Student Strength in Primary Classes
Male	Female	Total	

7. Number of days school worked for the current year (2005-06)
8. Number of periods per day school functioned
9. Duration of a period (in minutes)

10. State whether you have the following? (1. Yes 2. No)

Maps	☐	Globe	☐
Charts (Health, Social Studies, Language etc.)	☐	Play material & Toys	☐
Games equipment	☐	Primary Science Kit	☐
Mini Tool Kit		Mathematics Kit	☐
Books for Library		School bell	☐
a) reference books, dictionaries,	☐		
b) encyclopedia	☐		
c) children's book	☐		
d) magazines, journals, newspapers	☐		
Musical instruments	☐	Mats and furniture for all students	☐
Chairs for teachers	☐	Tables for teachers	☐
Blackboard	☐	Pin-up board/Notice board	☐
Chalk and duster	☐	Water pitcher, ladle, glasses	☐
Dust-bin	☐	Safe drinking water	☐
Toilet facilities	☐	Separate toilets facilities for girls	☐
Electric connection for the school	☐	T.V.	☐
Computer	☐	Playground facilities	☐
Annual medical check up for children	☐	Immunization facility	☐
First aid	☐		

11. How many tests have been conducted in year?

Unit Test

☐

Monthly Test

☐

Term Test

☐

CCE

☐

12. Does the school have: (1. Yes 2. No)

i) Village Education Committee/Area Education Committee/

School Management Committee

☐

ii) Parent Teacher Association

☐

13. Information about incentive schemes at Class V (1. Available 2. Not available)

Incentive Scheme	Student Category				Only for girls
	SC	SC	ST	OBC	
Mid Day Meal	☐	☐	☐	☐	☐
Free Uniform	☐	☐	☐	☐	☐
Free Textbooks	☐	☐	☐	☐	☐
Scholarship for attendance	☐	☐	☐	☐	☐
Any other scheme, please specify _____	☐	☐	☐	☐	☐

14. Availability of Instructional material for Class V. (1. Yes, 2. No)

Textbooks	Workbooks	Teachers Handbooks	TLM
☐	☐	☐	☐

15. Whether the school has got School Grants for this year (2005-06) under SSA (1. Yes 2. No.)

☐

16. If Yes, how have you utilized the School Grant (Please write the items) _____

Name of the Head Master _____ Signature with date

Name and code of Investigator _____ Signature with date

Name and Code of District Coordinator _____ Signature with date

MID TERM ACHIEVEMENT SURVEY
CLASS V

TEACHER QUESTIONNAIRE (TQ)

To be filled in by the Field Investigator

Note: At the most three teachers from the sampled school who are teaching sampled students shall fill in this questionnaire. Use the teacher code as 1 for teacher teaching language 2 for teacher teaching mathematics, 3 for teacher teaching environmental studies, and 4 for teacher teaching more than one subjects to sampled students.

State
Code

District
Code

School
Code

Teacher
Code

TO BE FILLED BY THE TEACHER

(If none put '0' and not applicable for you put '9')

1. Gender (1: Male 2: Female)
2. Category: (1:SC, 2: ST, 3: OBC, 4: Others)
3. Highest Educational Qualification:
(1: Middle 2: Secondary 3: Higher/Senior Secondary 4: Graduation
5: Post-graduation)
4. Professional Qualification (1. Primary/Elementary Teaching Certificate
/Diploma, 2. Graduate Training (B.Ed or equivalent), 3. M.Ed. and others)
5. Total teaching experience of Primary classes (in years)
6. Number of years in the present school
7. What is your employment status in this school? (1. Regular full time,
2. Against leave vacancy, 3. Temporary/Adhoc, 4. Para Teachers/
Shishakbadh/Shikshyakarmi, etc., 5. Any other please specify.
8. Number of In-service training programmes attended during the last three years

9. Who organized training programmes (please tick “)
- I. TRC ☐ II. School Complex ☐ III. CRC ☐
- IV. BRC ☐ V. DIET ☐ VI. SCERT/SIE ☐
- VII. Any other please specify _____ ☐
10. Do you give homework to children (1.Regularly, 2.Sometimes, 3. Not at all) ☐
11. Do you maintain Teacher's Diary (1: Yes 2. No) ☐
12. Your regular teaching load per week (in No. of periods) ☐ ☐
13. Do you have Teachers' Handbook/T.L. Materials/AV Facilities required for your subject in your school. ☐
14. How many classes are you teaching this year 2005-2006? ☐ ☐
15. Have you got TLM Grants for this year (1:Yes 2:No) ☐
16. If yes, how have you utilized the TLM grant, specify _____ ☐
17. How many times have you received academic support from Resource Persons/Officials at the school in the year 2005-2006? ☐
18. Subjects at present you are teaching and the levels to which you have studied these subjects?

**Teaching at
present
(1 Yes, 2 No)**

**Studied up the level of
(write 1 for Elementary, 2 for
Secondary, 3 for Higher Secondary
and 4 for Graduation and 5 for
Post Graduation and above)**

- | | | |
|---------------------|--------------------------|--------------------------|
| i. Language | ☐ | ☐ |
| ii. Mathematics | ☐ | ☐ |
| iii. Science | ☐ | ☐ |
| iv. Social Sciences | ☐ | ☐ |

Name and Code of Field Investigator _____ (Signature with date)

Name of District Coordinator _____ (Signature with date)

MID TERM ACHIEVEMENT SURVEY
CLASS V

PUPIL QUESTIONNAIRE (PQ)

To be filled in by the Field Investigator

State
Code

District
Code

School
Code

Student
ID

1. Name : _____
2. Father's Name: _____
3. Gender : (1. Boy 2. Girl) ☐
4. Age (in complete years): ☐
5. Category: (1. SC 2. ST 3. OBC 4. Others) ☐
6. If the language used at home same as Medium of instruction in the school
(1. Yes 2. No.) ☐
7. Number of brothers and sisters ☐
8. Educational Status of Parents and sibling
(1. Illiterate 2. Literate (no formal schooling but can read and write)
3. Primary 4. Secondary 5. Higher/Senior Secondary 6. Degree and above
7. Do not know/can not say/ not applicable)
i) Father ☐ ii) Mother ☐ iii) Elder Brother/Sister ☐
9. Occupational status of Parents/elder brother and sister
(1. Household/Housewife 2. Farmer (Cultivator) 3. Agricultural Labour/
Domestic Servant/Daily Wager/Street Vender 4. Skilled Worker/Office Worker
5. Shopkeeper/Businessman (employing Wage Worker) 6. Manager/Senior
Officer/Professional 7. Other Specify _____)
i) Father ☐ ii) Mother ☐ iii) Elder Brother/Sister ☐

10. Approximate distance of your school from your residence (in Kms)
11. Does your family have BPL (Below Poverty Line) card? (1. Yes 2. No.) ☐
12. Do you have textbooks for all subjects? (1. Yes 2. No.) ☐
13. Whether you were detained in any Class? **I** **II** **III** **IV** **V**
(1. Yes 2. No.) ☐ ☐ ☐ ☐ ☐
14. Who helps you in your Studies? (1. Yes 2. No.)
- | | | | |
|----------------------|--------------------------|-----------------------|--------------------------|
| Father | ☐ | Mother | ☐ |
| Elder Brother/Sister | ☐ | Other (Specify) _____ | ☐ |
15. Do you take private tuitions? (1. Yes 2. No.) ☐
16. Who checks your Classwork?
- | | | | |
|--------------------|--------------------------|----------|--------------------------|
| Teacher | ☐ | Yourself | ☐ |
| Some other Student | ☐ | None | ☐ |
17. Do you read story books, magazine, newspaper, etc.? (1. Yes 2. No) ☐
(Item No 18 & 19 have to be filled by Investigator from the class record for last academic year)
18. Do you belong to physically challenged group? (1. Yes 2. No.) ☐

19.

No. of school working days	Attendance of the student

Name and code of Field Investigator _____ signature with date

Name and code of Distt. Coordinator _____ signature with date

SELECTED SAMPLE OF DISTRICTS, SCHOOLS, TEACHERS AND STUDENTS

State	Number of Selected District	District Name	School	Teacher	Student
Andhra Pradesh	11	Mahbubnagar, Rangareddy, Medak, Warangal, Nizamabad, Cuddapah, Chittoor, Visakhapatnam, East Godavari, Guntur, Nellore	306	468	3756
Arunachal Pradesh	8	Lohit, Papum Pare, Changlang, East Siang, Tirap, Lower Subansiri, East Kameng, Tawang	226	611	2596
Assam	11	Kamrup, Kokrajhar, Nalbari, Tinsukia, Darrang, Bongaigaon, Sivasagar, Dhubri, Goalpara, Karimganj, N.C. Hills	312	913	4044
Chhattisgarh	9	Korea, Rajnandgaon, Dhamtari, Mahasamund, Dantewada, Korba, Jashpur, Kawardha, Raipur	262	400	2985
Delhi	6	North Delhi, North East Delhi, East Delhi, South, North West Delhi, New Delhi	94	221	1385
Goa	2	North Goa, South Goa	55	160	607
Gujarat	11	Navsari, Surat, Kachchh, Jamnagar, Junagadh, Rajkot, Patan, Banaskantha, Gandhinagar, Panchmahals, Anand	306	359	3949
Haryana	9	Rewari, Faridabad, Ambala, Sonapat, Hisar, Bhiwani, Panipat, Panchkula, Jind	265	296	3580
Himachal Pradesh	6	Solan, Mandi, Shimla, Kangra, Hamirpur, Una	169	275	2372
Jammu & Kashmir	8	Baramulla, Udhampur, Rajauri, Pulwama, Srinagar, Leh, Kathua, Jammu	228	610	2159
Jharkhand	10	West Singhbhum, Garhwa, East Singhbhum, Latehar, Gumla, Koderma, Dumka, Giridih, Pakur, Bokaro	279	741	3474
Karnataka	11	Hassan, Bellary, Bidar, Haveri, Gadag, Bijapur, Belgaum, Mandya, Kolar, Bangalore Urban, Chitradurga	316	836	4284
Kerala	8	Kollam, Pathanamthitta, Idukki, Kottayam, Thrissur, Kozhikode, Kannur, Wayanad	235	699	3417
Madhya Pradesh	14	Mandla, Jabalpur, Narsinghpur, Hoshangabad, Mandasaur, Dhar, Sagar, Sidhi, Sehore, Betul, Shahdol, Chhatarpur, Gwalior, Guna	408	625	4756

State	Number of Selected District	District Name	School	Teacher	Student
Maharashtra	13	Chandrapur, Washim, Bhandara, Gadchiroli, Osmanabad, Parbhani, Aurangabad, Dhule, Sangli, Sindhudurg, Solapur, Thane, Mumbai	387	939	5546
Manipur	6	Ukhrul, Tamenglong, Chandel, Thoubal, Bishnupur, Imphal West	154	334	1568
Meghalaya	5	South Garo Hills, West Garo Hills, Jaintia Hills, Ri Bhoi, East Khasi Hills	119	343	1445
Mizoram	6	Saiha, Mamit, Lunglei, Kolasib, Lawngtlai, Champahi	145	427	1563
Nagaland	6	Dimapur, Wokha, Zunheboto, Mokokchung, Tuensang, Phek	135	397	1823
Orissa	12	Puri, Jagatsinghapur, Nayagarh, Baleswar, Angul, Kandhamal, Nabarangapur, Mayurbhanj, Balangir, Koraput, Sambalpur, Sundargarh	357	855	4341
Punjab	9	Rupnagar, Nawanshahr, Fatehgarh Sahib, Hoshiarpur, Bathinda, Moga, Ferozepur, Gurdaspur, Faridkot	267	382	3345
Rajasthan	12	Chittorgarh, Baran, Dungarpur, Banswara, Alwar, Jaipur, Sikar, Jhunjhunu, Jalore, Nagpur, Sri Ganganagar, Jodhpur	339	827	3538
Sikkim	3	West Sikkim, East Sikkim, North Sikkim	77	202	1005
Tamil Nadu	9	Madurai, Thanjavur, Ramanathapuram, Pudukkottai, Dindigul, Namakkal, Coimbatore, Viluppuram, Tiruvannamalai	245	372	3130
Tripura	3	West Tripura, Dhalai, South Tripura	86	250	1181
Uttar Pradesh	13	Gorakhpur, Sant Kabir Nagar, Ballia, Jaunpur, Varanasi, Chitrakoot, Fatehpur, Sitapur, Unnao, Etah, Auraiya, Bulandshahr, Moradabad	378	663	3960
Uttarakhand	8	Haridwar, Garhwal, Dehradun, Bageshwar, Uttarkashi, Chamoli, Nainital, Almora	230	395	2170
West Bengal	10	Bardhaman, Bankura, Hooghly, Nadia, Murshidabad, North 24 Parganas, South Dinajpur, Malda, Jalpaiguri, Cooch Behar	284	839	4055
Andman & Nicobar Islands	1	Andman & Nicobar Islands	28	75	332
Chandigarh	1	Chandigarh	30	44	433
Dadra & Nagar Haveli	1	Dadra & Nagar Haveli	27	76	671
Daman & Diu	1	Daman & Diu	30	62	450
Puducherry	1	Puducherry	49	114	402
Grand Total		244	6828	14810	84322

ITEM PARAMETERS – FACILITY VALUE AND DISCRIMINATION INDEX

Question	EVS		Mathematics		Language	
	Facility Value	Discrimination Index	Facility Value	Discrimination Index	Facility Value	Discrimination Index
1	54.41	0.52	62.16	0.44	79.18	0.29
2	42.08	0.35	74.43	0.46	70.43	0.39
3	38.20	0.41	58.10	0.48	70.43	0.35
4	36.18	0.47	22.36	0.14	79.25	0.32
5	60.26	0.55	62.51	0.49	73.23	0.39
6	44.78	0.48	46.60	0.46	78.03	0.35
7	60.96	0.55	50.84	0.50	73.50	0.34
8	63.35	0.53	73.55	0.43	69.60	0.37
9	46.83	0.52	59.38	0.59	76.34	0.37
10	51.35	0.59	62.86	0.59	73.58	0.42
11	65.27	0.45	42.13	0.44	71.40	0.39
12	35.06	0.36	71.04	0.57	61.96	0.49
13	75.45	0.50	48.99	0.56	67.04	0.39
14	65.51	0.63	55.44	0.65	49.25	0.43
15	45.74	0.65	54.06	0.62	47.62	0.45
16	48.48	0.54	53.04	0.58	40.59	0.53
17	62.75	0.62	40.00	0.55	51.29	0.47
18	38.56	0.50	48.74	0.57	50.72	0.46
19	47.34	0.60	52.91	0.59	65.47	0.52
20	63.26	0.46	65.31	0.56	52.03	0.46
21	30.00	0.24	60.35	0.63	67.03	0.51
22	39.37	0.36	44.22	0.54	62.32	0.46
23	21.56	0.03	26.51	0.21	53.94	0.42
24	49.40	0.40	54.91	0.69	55.70	0.51
25	53.81	0.55	32.17	0.48	55.61	0.60
26	48.67	0.65	29.54	0.30	79.64	0.42
27	55.44	0.64	35.89	0.55	75.59	0.54
28	59.09	0.53	38.86	0.48	61.34	0.60
29	48.64	0.59	24.89	0.26	56.47	0.60
30	65.22	0.43	54.76	0.58	44.38	0.49
31	53.62	0.44	39.87	0.45	59.85	0.56
32	57.17	0.59	45.83	0.60	42.84	0.34
33	63.86	0.60	46.51	0.50	51.50	0.42
34	59.07	0.49	35.17	0.54	61.21	0.39
35	60.90	0.62	40.33	0.41	47.51	0.50
36	52.91	0.57	36.96	0.43	34.92	0.18
37	64.11	0.58	33.11	0.35	56.94	0.61
38	43.88	0.61	50.15	0.58	31.62	0.35
39	63.28	0.51	40.40	0.51	33.61	0.38
40	41.79	0.48	53.42	0.57	69.27	0.45

DISTACTOR ANALYSIS **ENVIRONMENTAL SCIENCE TEST**

Items	No Response		Option 1		Option 2		Option 3		Option 4		Multiple Response		Key
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	3855	4.57	45877	54.41	10512	12.47	9872	11.71	12822	15.21	1384	1.64	1
Q2	1969	2.34	14838	17.60	20661	24.50	35483	42.08	9945	11.79	1426	1.69	3
Q3	2270	2.69	19408	23.02	11239	13.33	17921	21.25	32213	38.20	1271	1.51	4
Q4	2702	3.20	30509	36.18	18484	21.92	14812	17.57	16630	19.72	1185	1.41	1
Q5	2084	2.47	8476	10.05	12734	15.10	50814	60.26	9230	10.95	984	1.17	3
Q6	3365	3.99	19964	23.68	11936	14.16	10435	12.38	37756	44.78	866	1.03	4
Q7	3781	4.48	51405	60.96	10776	12.78	9922	11.77	7470	8.86	968	1.15	1
Q8	1743	2.07	9549	11.32	9268	10.99	53420	63.35	9331	11.07	1011	1.20	3
Q9	1907	2.26	22248	26.38	39484	46.83	10025	11.89	9649	11.44	1009	1.20	2
Q10	2274	2.70	43301	51.35	17321	20.54	9098	10.79	11492	13.63	836	0.99	1
Q11	1886	2.24	55040	65.27	9630	11.42	12472	14.79	4564	5.41	730	0.87	1
Q12	3282	3.89	29561	35.06	17091	20.27	22266	26.41	11150	13.22	972	1.15	1
Q13	1126	1.34	6253	7.42	63620	75.45	6281	7.45	6273	7.44	769	0.91	2
Q14	1526	1.81	8639	10.25	55236	65.51	9785	11.60	8366	9.92	770	0.91	2
Q15	1869	2.22	8779	10.41	14232	16.88	19884	23.58	38567	45.74	991	1.18	4
Q16	2151	2.55	13208	15.66	13477	15.98	40876	48.48	13564	16.09	1046	1.24	3
Q17	2147	2.55	6641	7.88	8701	10.32	13235	15.70	52914	62.75	684	0.81	4
Q18	2029	2.41	8866	10.51	25497	30.24	32518	38.56	14467	17.16	945	1.12	3
Q19	2544	3.02	12987	15.40	17575	20.84	10539	12.50	39919	47.34	758	0.90	4
Q20	2265	2.69	10410	12.35	53340	63.26	8448	10.02	9173	10.88	686	0.81	2
Q21	1808	2.14	35297	41.86	9132	10.83	11698	13.87	25295	30.00	1092	1.30	4
Q22	2195	2.60	16469	19.53	22348	26.50	33197	39.37	9224	10.94	889	1.05	3
Q23	2636	3.13	18140	21.51	18180	21.56	34403	40.80	9978	11.83	985	1.17	2
Q24	2173	2.58	10256	12.16	14032	16.64	15369	18.23	41654	49.40	838	0.99	4
Q25	2059	2.44	13374	15.86	10510	12.46	12066	14.31	45374	53.81	939	1.11	4
Q26	1697	2.01	16346	19.39	41041	48.67	12168	14.43	12118	14.37	952	1.13	2
Q27	2160	2.56	12763	15.14	9380	11.12	12575	14.91	46747	55.44	697	0.83	4
Q28	1844	2.19	49823	59.09	8640	10.25	11577	13.73	11606	13.76	832	0.99	1
Q29	1800	2.13	16340	19.38	10713	12.70	41011	48.64	13527	16.04	931	1.10	3
Q30	1543	1.83	15866	18.82	5964	7.07	54991	65.22	5108	6.06	850	1.01	3
Q31	2664	3.16	8940	10.60	10696	12.68	45215	53.62	16106	19.10	701	0.83	3
Q32	2508	2.97	10366	12.29	40051	11.92	48204	57.17	12527	14.86	666	0.79	3
Q33	2115	2.51	53846	63.86	8487	10.06	9658	11.45	9500	11.27	716	0.85	1
Q34	2658	3.15	13362	15.85	8778	10.41	9000	10.67	49807	59.07	717	0.85	4
Q35	1943	2.30	11229	13.32	51352	60.90	7616	9.03	11444	13.57	738	0.88	2
Q36	2170	2.57	44613	52.91	15981	18.95	7940	9.42	12751	15.12	867	1.03	1
Q37	1900	2.25	8249	9.78	9769	11.59	9624	11.41	54063	64.11	717	0.85	4
Q38	3062	3.63	17843	21.16	9708	11.51	15963	18.93	36998	43.88	748	0.89	4
Q39	2039	2.42	9513	11.28	8990	10.66	9654	11.45	53361	63.28	765	0.91	4
Q40	2296	2.72	9513	11.28	35240	41.79	6913	8.20	29291	34.74	1069	1.27	2

DISTRACTOR ANALYSIS MATHEMATICS TEST

Items	No Response		Option 1		Option 2		Option 3		Option 4		Multiple Response		Key
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	2020	2.40	14951	17.73	52411	62.16	5690	6.75	7441	8.82	1809	2.15	2
Q2	1867	2.21	5500	6.52	4841	5.74	62765	74.43	8304	9.85	1045	1.24	3
Q3	4663	5.53	10771	12.77	48991	58.10	10441	12.38	7935	9.41	1521	1.80	2
Q4	5095	6.04	18854	22.36	19133	22.69	23628	28.02	15868	18.82	1744	2.07	1
Q5	3745	4.44	8060	9.56	52712	62.51	11482	13.62	6815	8.08	1508	1.79	2
Q6	5062	6.00	18694	22.17	39294	46.60	8851	10.50	10821	12.83	1600	1.90	2
Q7	4578	5.43	14211	16.85	11803	14.00	9400	11.15	42872	50.84	1458	1.73	4
Q8	3116	3.70	6172	7.32	62016	73.55	4506	5.34	7547	8.95	965	1.14	2
Q9	3323	3.94	8213	9.74	50070	59.38	9892	11.73	11850	14.05	974	1.16	2
Q10	3452	4.09	11148	13.22	9020	10.70	53001	62.86	6757	8.01	944	1.12	3
Q11	4485	5.32	35522	42.13	8981	10.65	26614	31.56	7175	8.51	1545	1.83	1
Q12	2485	2.95	8366	9.92	59904	71.04	7346	8.71	5343	6.34	878	1.04	2
Q13	2424	2.87	41309	48.99	6368	7.55	5621	6.67	27520	32.64	1080	1.28	1
Q14	4223	5.01	9866	11.70	7898	9.37	46752	55.44	14626	17.35	957	1.13	3
Q15	4641	5.50	5485	6.50	9954	11.80	45583	54.06	17751	21.05	908	1.08	3
Q16	3593	4.26	6092	7.22	14139	16.77	14347	17.01	44727	53.04	1424	1.69	4
Q17	3230	3.83	7230	8.57	33730	40.00	28901	34.27	10141	12.03	1090	1.29	2
Q18	3347	3.97	11207	13.29	12907	15.31	41098	48.74	14649	17.37	1114	1.32	3
Q19	4568	5.42	8199	9.72	44616	52.91	15539	18.43	10504	12.46	896	1.06	2
Q20	3237	3.84	7009	8.31	9803	11.63	8331	9.88	55073	65.31	869	1.03	4
Q21	3130	3.71	12934	15.34	8177	9.70	50887	60.35	8351	9.90	843	1.00	3
Q22	2743	3.25	14226	16.87	6384	7.57	22566	26.76	37291	44.22	1112	1.32	4
Q23	6262	7.43	13365	15.85	27412	32.51	22354	26.51	13580	16.10	1349	1.60	3
Q24	4451	5.28	46302	54.91	10362	12.29	11212	13.30	11098	13.16	897	1.06	1
Q25	7275	8.63	27129	32.17	16804	19.93	20244	24.01	11861	14.07	1009	1.20	1
Q26	6633	7.87	24909	29.54	24986	29.63	17433	20.67	9426	11.18	935	1.11	1
Q27	6823	8.09	11921	14.14	16849	19.98	17448	20.69	30267	35.89	1014	1.20	4
Q28	5658	6.71	32770	38.86	21221	25.17	13169	15.62	10662	12.64	842	1.00	1
Q29	6084	7.22	13360	15.84	21895	25.97	20989	24.89	20990	24.89	1004	1.19	4
Q30	5086	6.03	10810	12.82	46172	54.76	11243	13.33	10201	12.10	810	0.96	2
Q31	5793	6.87	15317	18.16	9000	10.67	19746	23.42	33615	39.87	851	1.01	4
Q32	5572	6.61	11934	14.15	11483	13.62	15685	18.60	38641	45.83	1007	1.19	4
Q33	7313	8.67	11154	13.23	39220	46.51	14324	16.99	11504	13.64	807	0.96	2
Q34	6821	8.09	29654	35.17	8988	10.66	14812	17.57	23243	27.56	804	0.95	1
Q35	6842	8.11	17521	20.78	11293	13.39	34011	40.33	13785	16.35	870	1.03	3
Q36	6578	7.80	13443	15.94	18445	21.87	31164	36.96	13780	16.34	912	1.08	3
Q37	6082	7.21	13584	16.11	20701	24.55	15177	18.00	27920	33.11	858	1.02	4
Q38	5593	6.63	11389	13.51	12329	14.62	42287	50.15	11724	13.90	1000	1.19	3
Q39	5409	6.41	10501	12.45	15884	18.84	17322	20.54	34065	40.40	1141	1.35	4
Q40	5473	6.49	17825	21.14	45049	53.42	5909	7.01	8927	10.59	1139	1.35	2

DISTRACTOR ANALYSIS LANGUAGE TEST

Items	No Response		Option 1		Option 2		Option 3		Option 4		Multiple Response		Key
	N	%	N	%	N	%	N	%	N	%	N	%	
Q1	1569	1.86	66764	79.18	14349	17.02	148	0.18	152	0.18	1340	1.59	1
Q2	2488	2.95	20744	24.60	59392	70.43	254	0.30	139	0.16	1305	1.55	2
Q3	2567	3.04	20574	24.40	59391	70.43	312	0.37	278	0.33	1200	1.42	2
Q4	2331	2.76	66825	79.25	11890	14.10	866	1.03	1255	1.49	1155	1.37	1
Q5	4343	5.15	16782	19.90	61746	73.23	362	0.43	139	0.16	950	1.13	2
Q6	2515	2.98	14651	17.38	65800	78.03	184	0.22	232	0.28	940	1.11	2
Q7	3121	3.70	61973	73.50	17375	20.61	572	0.68	155	0.18	1126	1.34	1
Q8	2947	3.49	21243	25.19	58687	69.60	330	0.39	166	0.20	949	1.13	2
Q9	2789	3.31	15921	18.88	64370	76.34	166	0.20	150	0.18	926	1.10	2
Q10	2988	3.54	62044	73.58	18003	21.35	159	0.19	152	0.18	976	1.16	1
Q11	2745	3.26	60206	71.40	20078	23.81	174	0.21	133	0.16	986	1.17	1
Q12	2570	3.05	28000	33.21	52247	61.96	181	0.21	197	0.23	1127	1.34	2
Q13	2856	3.39	23117	27.42	56531	67.04	421	0.50	365	0.43	1032	1.22	2
Q14	3823	4.53	8431	10.00	41527	49.25	16876	20.01	11924	14.14	1741	2.06	2
Q15	4529	5.37	9552	11.33	15580	18.48	12914	15.32	40152	47.62	1595	1.89	4
Q16	4518	5.36	34229	40.59	11697	13.87	14607	17.32	17720	21.01	1551	1.84	1
Q17	4748	5.63	7681	9.11	13920	16.51	43248	51.29	13413	15.91	1312	1.56	3
Q18	5094	6.04	9138	10.84	42765	50.72	13778	16.34	12385	14.69	1162	1.38	2
Q19	4165	4.94	9519	11.29	55209	65.47	6452	7.65	7553	8.96	1424	1.69	2
Q20	4207	4.99	43875	52.03	9008	10.68	16183	19.19	9656	11.45	1393	1.65	1
Q21	1980	2.35	10202	12.10	9925	11.77	4251	5.04	56522	67.03	1442	1.71	4
Q22	2448	2.90	10882	12.91	52547	62.32	5589	6.63	11555	13.70	1301	1.54	2
Q23	2253	2.67	45483	53.94	6502	7.71	7453	8.84	21314	25.28	1317	1.56	1
Q24	2371	2.81	13362	15.85	46967	55.70	8744	10.37	11508	13.65	1370	1.62	2
Q25	3132	3.71	9948	11.80	11525	13.67	46890	55.61	11623	13.78	1204	1.43	3
Q26	1640	1.94	67152	79.64	4158	4.93	5960	7.07	3878	4.60	1534	1.82	1
Q27	2109	2.50	7925	9.40	5017	5.95	63743	75.59	4461	5.29	1067	1.27	3
Q28	2963	3.51	13599	16.13	6189	7.34	7943	9.42	51720	61.34	1908	2.26	4
Q29	3061	3.63	47613	56.47	9899	11.74	9558	11.34	13026	15.45	1165	1.38	1
Q30	3201	3.80	15484	18.36	37426	44.38	11761	13.95	14852	17.61	1598	1.90	2
Q31	3042	3.61	9811	11.64	13410	15.90	50470	59.85	6315	7.49	1274	1.51	3
Q32	3634	4.31	23578	27.96	36127	42.84	11818	14.02	8022	9.51	1143	1.36	2
Q33	3037	3.60	10712	12.70	12625	14.97	13442	15.94	43429	51.50	1077	1.28	4
Q34	3038	3.60	51610	61.21	7748	9.19	14003	16.61	6870	8.15	1053	1.25	1
Q35	4041	4.79	19716	23.38	9055	10.74	40064	47.51	10451	12.39	995	1.18	3
Q36	2532	3.00	39798	47.20	6520	7.73	29449	34.92	4780	5.67	1243	1.47	3
Q37	2731	3.24	15517	18.40	48015	56.94	9778	11.60	7197	8.54	1084	1.29	2
Q38	3000	3.56	38639	45.82	9354	11.09	5443	6.46	26660	31.62	1226	1.45	4
Q39	3117	3.70	39618	46.98	7037	8.35	28343	33.61	5174	6.14	1033	1.23	3
Q40	3709	4.40	58413	69.27	6020	7.14	11130	13.20	4067	4.82	983	1.17	1

LIST OF STATE COORDINATORS

S.No.	State	Name and Address
1.	Andhra Pradesh	Director, SCERT Hyderabad Andhra Pradesh
2.	Arunachal Pradesh	Principal, SCERT Arunachal Pradesh
3.	Assam	Director, SCERT Guwahati Assam
4.	Chhattisgarh	Director, SCERT C/o State Project Office, Rajiv Gandhi Shiksha Mission Raipur
5.	Delhi	Director, SCERT Varun Marg Defence Colony New Delhi
6.	Goa	Director, SIE Panaji Goa
7.	Gujarat	Director, GCERT Gandhi Nagar Gujarat
8.	Haryana	Director SCERT Gurgaon Haryana
9.	Himachal Pradesh	State Project Director - DPED- SSA Himachal Pradesh Primary Education Society Shimla 171001
10.	Jammu & Kashmir	Principal State Institute of Education, Jammu & Srinagar Jammu & Kashmir
11.	Jharkhand	State Project Director JEPC, New Cooperative Building, Shyamli Colony Ranchi 834002
12.	Karnataka	State Project Director, DPEP, No.8, KSCMF Building MSB-3 rd Block, 2 nd Floor, Cunningham Road Bangalore 560052
13.	Kerala	Director, SCERT Thiruvananthapuram Kerala
14.	Madhya Pradesh	Director, State Education Centre Pustak Bhawan, B Wing, TBC Arera Hills Bhopal

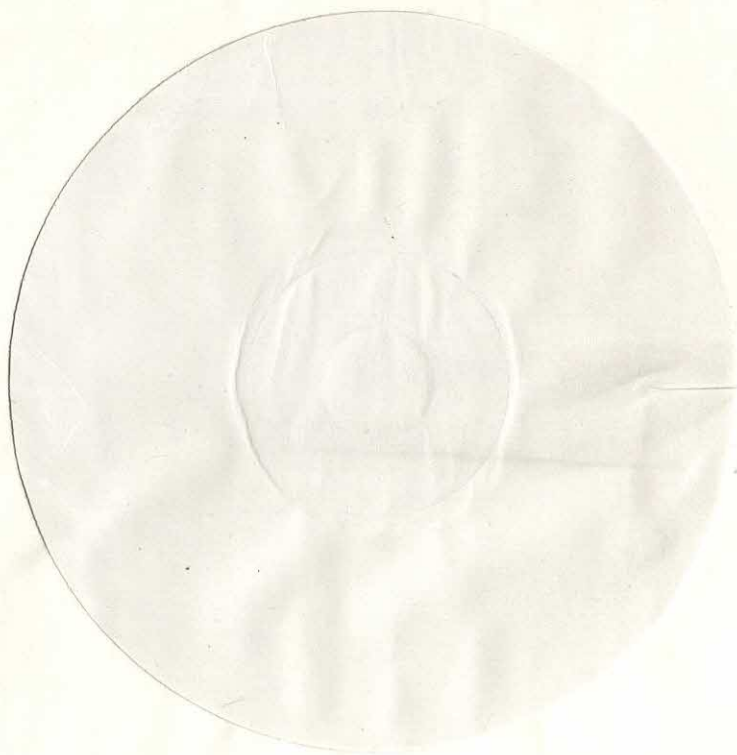
S.No.	State	Name and Address
15.	Maharashtra	Director, MSCERT 708 Sadashiv Kumtekar Marg Pune 411030
16.	Manipur	State Project Director State Mission Authority Imphal, Manipur
17.	Meghalaya	Director Directorate of Educational Research and Training Shillong 793011, Meghalaya
18.	Mizoram	Joint Director of School Education & SCERT Aizaw I Mizoram
19.	Nagaland	Director, SCERT, Nagaland Kohima
20.	Orissa	Director SCERT Bhubaneswar Orissa
21.	Punjab	Director SCERT Punjab Chandigarh
22.	Rajasthan	Director, SIERT Udaipur, Rajasthan
23.	Sikkim	Joint Director, SIE Gangtok Sikkim
24.	Tamil Nadu	Joint Director DTERT, Tamil Nadu Chennai
25.	Tripura	Director SCERT, Agartala, Tripura -799001
26.	Uttar Pradesh	Principal, State Institute of Education Allahabad, Uttar Pradesh
27.	Uttarakhand	Additional Director, SCERT Tehri Garhwal Uttarakhand
28.	West Bengal	Director, SCERT PBRPSUS, Bikash Bhawan (2 nd floor), Salt Lake Kolkata-700091
29.	A & N Islands	Principal of SIE, Port Blair, A&N Islands
30.	Chandigarh	Education Officer Chandigarh
31.	Daman & Diu	Assistant Director of Education Daman
32.	Dadra & Nagar Haveli	Education Officer, UT, Dadra & Nagar Haveli
33.	Puducherry	Director of School Education Puducherry Shri G. Rajasekaran Principal District Institute of Education and Training Puducherry-605008

PROJECT TEAM

Academic	
Dr. Avtar Singh	<i>Professor & Head</i>
Dr. S.K.S. Gautam	<i>Professor</i>
Dr. Santosh Kumar	<i>Reader</i>
Dr. Veer Pal Singh	<i>Reader</i>
Mr. Rudra Narayan Sahoo	<i>Consultant</i>
Ms. Himakshi Bhardwaj	<i>Consultant</i>
Computer/Technical Assistance	
Mr. Puneet Kumar Sharma	<i>Sr. System Analyst</i>
Mr. Parash Ram Kaushik	<i>In-charge</i>
Mr. Rituraj Sharma	<i>Computer Assistant</i>
Mr. Sachin Kumar	<i>DTP Operator</i>
Ms. Kamlesh Arya	<i>DTP Operator</i>
Ms. Varuna	<i>Project Assistant</i>
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Mr. Sasidharan. P	<i>Assistant Program Coordinator</i>
Mr. V. Vasudevan	<i>Assistant Program Manager</i>
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Mr. Vikram	<i>Project Helper</i>
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CD with Gauri Bhatta
9/2/09





सर्व शिक्षा अभियान



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विद्यया ऽ मृतमश्नुते



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